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## ABSTRACT

The first year of operation of the Alma (Michigan) College Career Preparation Program is described and analyzed. The program sought to strengthen traditional career planning services, add new efforts that support and augment strengths of the liberal arts program, and more effectively integrate students' educational progress with plans to enter the world of work. Although specific to this small college, the development issues, major activities, and evaluation results can be helpful elsewhere. The need for comprehensive career preparation and planning programs grew out of a pre-school faculty workshop in the fall of 1975. Components include: (1) early determination of student vocational interests, abilities, needs, and values; (2) improvement of student career planning, utilizing specially trained faculty as Career Preparation Coordinators; (3) infusion of career education goals into student and faculty planning; (4) development of student career and employment search skills and entry level work experience; (5) practicum placement in work experience related to student goals and talents; (6) graduation requirements emphasizing competencies, especially in writing, analysis, problem solving, and communication skills; and (7) improved placement services for graduates. (Author/JEL)

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# CAREER PREPARATION and THE LIBERAL ARTS

## A REPORT OF PROGRESS

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# ALMA COLLEGE

ALMA, MICHIGAN 48801

**THE ALMA COLLEGE CAREER PREPARATION PROGRAM:  
A MODEL FOR THE LIBERAL ARTS  
A REPORT OF PROGRESS**

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1977  
ALMA COLLEGE

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## TABLE OF CONTENTS

|                                              |     |
|----------------------------------------------|-----|
| Tables and Figures                           | i   |
| Appendices                                   | ii  |
| Preface                                      | iii |
| Background and Goals                         | 1   |
| Major Activities                             | 5   |
| Student Participation                        | 5   |
| Faculty Participation                        | 5   |
| Student Programs                             | 6   |
| Faculty Programs                             | 7   |
| Practicums                                   | 9   |
| Career Information                           | 13  |
| Career Consultant Planning Conference        | 14  |
| Evaluation                                   | 16  |
| Workshops                                    | 16  |
| Comparison Groups                            | 21  |
| Career Convention and Alumni<br>of the Month | 27  |
| Faculty Workshops                            | 28  |
| Career Preparation Coordinators              | 38  |
| Career Consultant Planning Conference        | 40  |
| Practicum Program                            | 45  |
| Problems                                     | 52  |
| Dissemination Activities                     | 53  |
| Appendices                                   | 54  |
| Attachment                                   | 105 |

# TABLE AND FIGURES

|          |                                                                                                  | <u>Page No.</u> |
|----------|--------------------------------------------------------------------------------------------------|-----------------|
| Figure 1 | CPP Process                                                                                      | 6               |
| Table 1  | Evaluation of Activities of the Career Exploration Workshop by 209 Members of the Freshman Class | 18              |
| Table 2  | Evaluation of Activities of the Career Exploration Workshop by 91 members of Pilot Group II      | 19              |
| Table 3  | Evaluation Results: Communication Skills Workshop                                                | 22              |
| Table 4  | ACT and GPA Comparisons between CPP Students and non-CPP Students                                | 23              |
| Table 5  | Results of CPP Evaluation Survey: Summer 1977                                                    | 24              |
| Table 6  | A Comparison of Pilot I and Comparison Group Students on Several Related Activities              | 26              |
| Table 7  | Mean Scores of Workshop Participants Pre and Post Workshop by Major Item Category                | 29              |
| Table 8  | Self-management, Contents, and Transferable Skills Specified by Faculty Members                  | 32              |
| Table 9  | Report of Faculty Members on Their Site Visitations                                              | 33              |
| Table 10 | Ideas for Programs as Suggested by Members of the Three Divisions at the CPC Workshop            | 35              |
| Table 11 | Career Preparation Coordinators Workshop Evaluation                                              | 36              |
| Table 12 | Skill Areas Developed at Alma as Rated by ACC's                                                  | 41              |
| Table 13 | General Success Qualifications According to Group Consensus                                      | 43              |
| Table 14 | A Possible Categorization of Success Qualifications                                              | 44              |
| Table 15 | Reasons for Participating in a Practicum                                                         | 47              |
| Table 16 | Ratings of Practicum Supervisor and Overall Rating of Practicums                                 | 49              |
| Table 17 | Summary of Practicum Growth 1975-77                                                              | 50              |

## APPENDICES

|                     | <u>Page No.</u>                                                                 |
|---------------------|---------------------------------------------------------------------------------|
| Appendix A          | Schedule of Activities 55                                                       |
| Appendix B          | Schedule of Participation 56                                                    |
| Appendix C          | Objectives for Career Preparation Coordinator 57                                |
| Appendix D          | Functions of a Career Preparation Coordinator 58                                |
| Appendix E          | Brief Explanations of the Workshops 59                                          |
| Appendix F          | CPC Workshop Schedules, August, 1976, 1977 62                                   |
| Appendix G          | Materials Available to Interested Readers 65                                    |
| Appendix H          | Behring Interest and Ability Survey (BIAS) 66                                   |
| Appendix I          | Materials in Career Information Center 68                                       |
| Appendix J          | Occupations of Alumni Career Consultants 71                                     |
| Appendix K          | Career Resource Consultants (a sample) 72                                       |
| Appendices<br>L & M | Career Preparation Program Evaluation Survey 73                                 |
| Appendix N          | Evaluation of August 1976 Faculty Workshop 75                                   |
| Appendix O          | Response of Faculty Members to Open-ended Questions 80                          |
| Appendix P          | Summary of Objectives and Outcomes for the<br>Practicum Component of the CPP 82 |
| Appendix Q          | Sample Faculty Site Visitations, 1976-77 87                                     |
| Appendix R          | Skills Rating Form and Results from<br>Career Consultant Planning Conference 88 |
| Appendix S          | Judged Success Qualifications by Job 90                                         |
| Appendix T          | Practicum Objectives and Procedures 91                                          |
| Appendix U          | Practicum Placements, 1976-77 101                                               |

## PREFACE

This publication is a description and analysis of the first full year of operation of the Alma College Career Preparation Program. Alma College, Alma, Michigan, with an enrollment of 1100 students initiated over the past year and a half a comprehensive Career Preparation Program jointly funded by the Kellogg Foundation, the Office of Career Education of the United States Office of Education, and Alma College. The program was designed to strengthen traditional career planning services, add new programs that support and augment the strengths of the liberal arts program, and more effectively integrate the students' educational progress with plans to enter the world of work.

The need for comprehensive career preparation and planning programs grew out of a pre-school faculty workshop in the fall of 1975. The staff of the program has worked closely with a Career Planning and Placement Advisory Committee during the development of the program. The components regarded as necessary to effectively assist students include: 1) early determination of student vocational interests, abilities, needs, and values; 2) improvement of student career planning, utilizing specially trained faculty as Career Preparation Coordinators; 3) infusion of career education goals into student and faculty planning; 4) development of student career and employment search skills and entry level work experience; 5) practicum placement in work experience related to student goals and talents; 6) graduation requirements emphasizing competencies, especially in writing, analysis, problem solving, and communication skills; and, 7) improved placement services for graduates.

In 1976, the W.K. Kellogg Foundation committed monies to initiate the Career Preparation Program. This funding approximated 40% of the anticipated costs of the proposed 5-year effort. It was believed that fundamental to the success of the total program would be the practicum program. Alma College thus sought and received funding from the Office of Career Education, United States Office of Education under Section 406 of Public Law 93-380. This report, however, covers the total program and gives the reader a broader understanding of how the practicum program and career

consultant visits under that program are interdependent with other activities resulting in an effective comprehensive approach to career preparation.

As expected when the College made this commitment to a new educational direction--integrating career preparation with liberal arts education--the program has generated a great deal of national interest. At the writing of this report, approximately 180 persons representing almost the same number of institutions have requested advice, information, and assistance. Six month reports have been mailed to over 100 of these persons.

The success of the program is largely due to unlimited commitment by the staff of the program and by the enthusiastic response of the faculty who also have taken on additional responsibilities in helping students and engaging in new learning.

## BACKGROUND AND GOALS

In January of 1976, Alma College instituted a comprehensive plan to assist students with career planning and preparation. The Career Preparation Program is designed as an experimental approach, built upon past strengths and designed to successfully implement a systematic program of career development and preparation for students, while assisting faculty members to adequately prepare students for entry into a career or professional study. It is designed to maintain a strong liberal arts emphasis while providing students career preparation activities and assistance in achieving suitable job placements.

Most colleges have offered some form of career services. The establishment and implementation of the Alma College Career Preparation Program, has, however, indicated that a comprehensive and integrated approach can and must be developed if colleges are to meet student goals of personal satisfaction, develop within students an awareness of the interdependence between work roles and total development, and assist in establishing skills within students that result in satisfactory employment.

At the start of the program, Alma established the following objectives for students and faculty. While the total program impacts upon all of these objectives, those marked with an asterisk are most directly influenced by the practicum concept of the program.

- For Students:
1. Improve awareness of personal academic and vocational abilities, values, interests, strengths and weaknesses.
  2. Develop skills in communication and interpersonal relationships.
  3. Gain knowledge of career alternatives and realistic expectations about the character of the world of work.
  - \*4. Exhibit initiative in job exploration and selection.
  - \*5. Obtain practical experience.
  - \*6. Become aware of how personal skills and characteristics may be applied to various job opportunities.

7. Develop skills in resume preparation, letter writing, and interview techniques.
8. Demonstrate the ability to clearly state objectives and plan goal-directed course programs.
- \*9. Develop entry-level work skills in at least one work role.
10. Obtain suitable employment at rates higher than students at comparable undergraduate institutions.
11. Achieve an education that permits them to move through various work roles.

- For Faculty:
- \*1. Gain greater knowledge concerning application of their disciplines.
  2. Develop ability to assist students in evaluation of skills and personal characteristics.
  3. Emphasize task effectiveness applicable to various work roles.
  - \*4. Establish working relationships with colleagues in industry, government, private enterprise, professions, and other sources of potential employment for students.
  - \*5. Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs.
  - \*6. Increase their utilization of classroom consultants from the world of work.
  7. Increase their attention to the applicability of their discipline to work or social issues.
  8. Increase their ability to help students design individualized programs of study that are career oriented and academically rigorous.
  9. Receive increased requests from the work community to advise on social, industrial, and research issues.
  10. Develop and support departmental career information centers.
  - \*11. Encourage alumni to help students in career planning.

Additionally, a major commitment was made to work with government, business, labor and industry to assist them in better understanding the potential of a liberal education coupled with the attainment of career, life planning, and communication skills. As such, the following objectives were established:

- For the employer:
1. Employer satisfaction with Alma students' entry level skills will be higher than that for students from comparable institutions without a Career Preparation Program.
  2. Employer ratings of rapidity of learning new skills will be higher for Alma graduates than for students from institutions without a Career Preparation Program.
  3. Postgraduate career paths will be more directed for students who have explored a number of career choices prior to graduation and add stability to employers' programs.

Several attempts were made to develop control groups at similar institutions so that the employer objectives could be measured. It was not possible to find a cooperative institution and thus the employer objectives will be evaluated during the fourth year of the program with a comparison group of Alma students not in the Career Preparation Program.

During the first one and one-half years of operation, Alma's program has begun to systematically integrate the development of entry level skills, career awareness, career counseling and career planning programs into the liberal arts program. The sequence of activities displayed in Appendix A was followed and formative and summative evaluations were made throughout the program. Special programs for faculty members were also conducted.

The implementation of this sequence of activities, the strengthening of existing services, and the implementation of services already in practice at other schools into a comprehensive four-year plan has resulted in major progress toward meeting the objectives of the program.

The following existing services were strengthened:

- Professional counseling
- Placement
- Testing and evaluation
- Practicum programs
- Faculty counseling

Services already in practice and effective at other institutions were also initiated. They were:

- A multi-media career information library;
- Practice sessions for qualifying tests for professional schools;
- The use of video tape procedures to develop interview and oral communication skills;
- Utilization of upper class students as consultants;
- Faculty visitation to work sites.

## MAJOR ACTIVITIES

### Student Participation

As many of the proposed programs did not have precedent at other institutions, procedures were planned so as to be tested with two experimental groups before offering elements of the program to most students. In January, 1976, fifty-four sophomore students volunteered to participate in the workshop activities as the first experimental group. A comparison group matched for ability and interests was defined and has been evaluated on various career planning variables over the past 20 months. In the Fall of 1976, participation in the program was offered to the 359 members of the freshman class, and 267 expressed a desire to participate in the program. In January of 1977, 102 sophomores expressed a desire to become members of the second experimental group. Two randomly selected groups of 30 students are being used as comparison groups for these latter two groups. The schedule of participation by the groups can be found in Appendix B.

### Faculty Participation

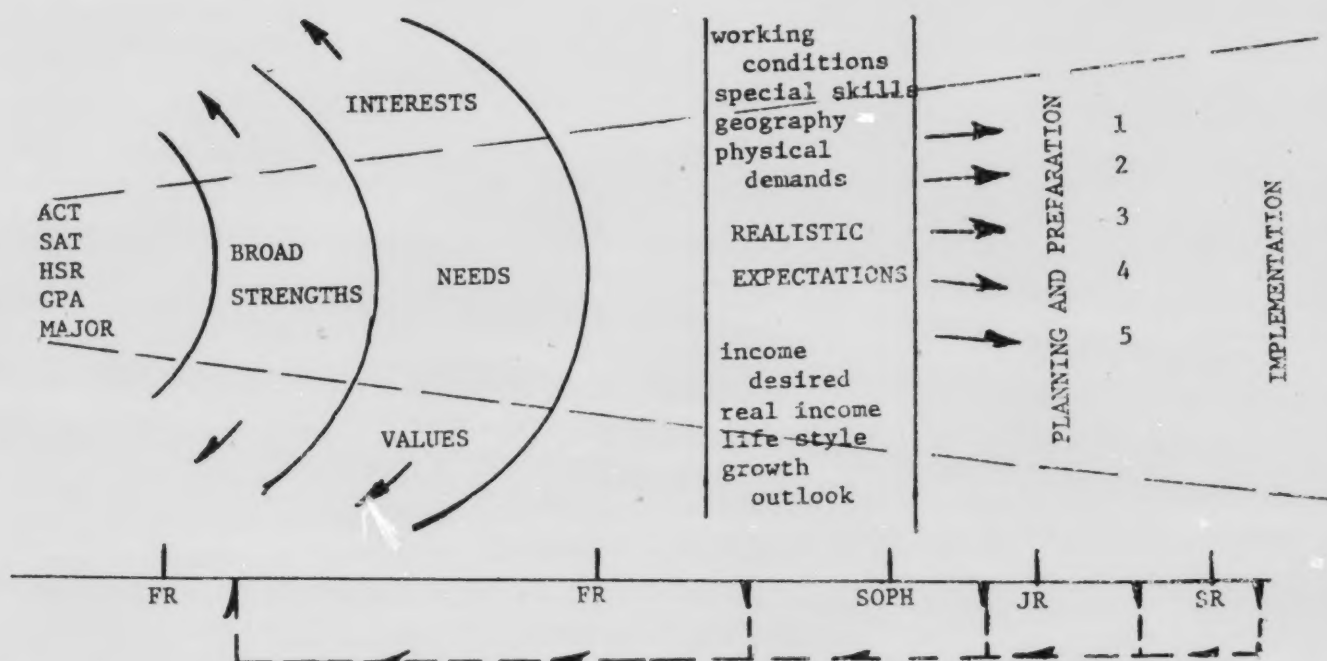
The main avenue for faculty participation was planned to be as Career Preparation Coordinators. A special title was given to this new role for faculty members to indicate that the responsibilities within this program were larger than the usual advising functions. At Alma College all faculty members serve as academic advisors, working with students to plan their academic programs and often helping with personal issues. It was these faculty members that were asked to become Career Preparation Coordinators (CPC's). The objectives and functions for the CPC's expanded the traditional role of advisor to one of helping students with career planning. The CPC objectives and functions can be found in Appendixes C and D respectively. In January of 1976, fourteen faculty members volunteered to take on these new responsibilities. As more students became involved in the program, additional requests were made for faculty volunteers and currently 40 faculty members, 58% of the faculty, have become involved in special programs to assist them to become more effective in working with their students

in career and life planning. Every student in the program is assigned to a CPC which often may be the same person as the student's academic advisor.

### Student Programs

The basic student programs take the form of workshops as indicated in the sequence of activities found in Appendix A. The workshops are only part of a total process that is designed to engage students in self-exploration, evaluation of opportunities, planning programs, preparing themselves and executing their plans. Students engage in activities that are designed to assist them in developing understanding of their broad strengths, interests, values, and needs beyond the usual entry data. They are also assisted in developing realistic conceptions of the world of work and skills in interviewing and general communication. Figure 1 portrays graphically the process which students experience. The broken lines symbolize that re-evaluation can occur at any stage. The numbers 1 through 5 on the right side of the figure represent the expectations that students will develop alternatives by this program. While visits from professionals,

Figure 1.



the use of consultants in the classroom, and practicums contribute to this growth in students, the workshops have major importance for the largest group of students. A brief description of the workshops as they are currently defined can be found in Appendix E. All of the workshops have received at least one revision and it is not expected that they will take final format until the end of the experimental period of the program two years from now.

Career Conventions and Alumni of the Month programs are activities where, working with faculty members, attempts are made to bring practicing career professionals to the campus to make brief presentations to faculty and students and interact with them about the nature of their work. These activities have usually been scheduled during evening hours with every attempt made to encourage classroom participation by the visiting professional.

#### Faculty Programs

Faculty participation in the program can take many forms and is so designed to meet the skills, interests and needs of the faculty. Faculty members participate by inviting consultants to campus, visiting practicum sites, assisting students in arranging practicums, counseling students, bringing career materials into the classroom, and participating in workshops to improve their career planning skills. As is the case with students, the faculty workshops are quite important in the total development of the career preparation program and in developing the skills necessary for faculty members to carry out other activities.

Of prime importance to the Career Preparation Program is the assistance of faculty members in aiding students with their plans and in helping them see the relationship of their educational programs to work opportunities. Also, as placement of students into work or professional school becomes increasingly competitive, it is important that Alma College's faculty and students are known and respected by prospective employers or professional schools. To such an end, fostering working relationships between faculty members and other professionals is also critical to the Career Preparation Program.

The original format for the Fall, 1976, workshop called for the presence of practicing professionals on campus for three days, followed by two days of faculty visits to the sites of the practicing professionals. This

approach proved to not be practical or able to meet the total objectives of the workshop. As a result, the Fall, 1976 workshop was planned so as to develop maximum faculty skills to help students, introduce the faculty to issues of the world of work, and help them develop procedures necessary in making contacts with business and industry. The last two days of the week, however, were set aside for the faculty to visit work sites. Appendix F is a schedule for the Career Preparation Workshop held August 23-27, 1976.

The Fall workshop for faculty Career Preparation Coordinators had five major objectives:

1. Discuss means and rationale for integrating career preparation into a liberal arts curriculum.
2. Acquaint CPC's with the location and use of occupational information materials.
3. Prepare CPC's to interpret interest inventories.
4. Provide guidelines and encouragement for faculty sponsorship of practicums and personal contacts with practicing professionals.
5. Provide the opportunity for faculty members to visit work sites.

A brief workshop was held for the new CPC faculty members in January of 1977 with the same goals. Another major workshop was planned for August 22-26, 1977 with the following objectives:

1. Increase knowledge of career development approaches and career decision-making.
2. Introduce assessment tools used in the Career Preparation Program.
3. Familiarize with content of the Career Preparation Program.
4. Experience the activities of the student workshops.
5. Be able to use at least two career information resources.
6. Introduce to range of career information resources.
7. Provide an opportunity to react to and discuss the program.
8. Update participants on the development of the Career Preparation Program.
9. Improve participants' advising skills.

10. Increase awareness of career opportunities for students
11. Increase knowledge of effective communication processes.
12. Participants will plan one classroom activity.
13. Participants will plan one divisional activity.
14. Participants will contact a practicing career professional during the workshop.

The format of the workshop consisted of a pattern of short lecturettes followed by opportunities for faculty members to experiment with concepts, ideas, and techniques. The fourth day of the workshop, 32 of the 35 participants traveled to the Detroit metropolitan area, to prearranged work sites, to visit with career professionals. The last day of the workshop, three alumni volunteered to come back to the campus to discuss with faculty members the results of a summer alumni workshop held to evaluate Alma's programs and comment upon their success in preparing students for successful entry into the world of work. See Appendix F for a schedule of activities.

In addition, attention was also given to the following topics:

- Theoretical and practical rationale for the Career Preparation Program;
- The placement predicament for graduating seniors;
- A review of the Career Preparation Program activities;
- A discussion of the benefits of a liberal arts education and avoiding tracking;
- Decision-making;
- Skills analysis and definition;
- Review sources of career information;
- Analysis of employers;
- Exploration of job families and clusters;
- Group communication skills;
- Role playing to practice counseling and advising skills;
- Discussions of practicums;
- Activity planning sessions by Divisional members;
- Personal commitments.

A schedule of the format for this workshop plus other materials available to interested readers can be found in Appendix G.

#### Practicums

In July, 1976 steps were initiated to examine, redefine, and structure the practicum program at Alma College. With an already established and accepted concept regarding practical experience as legitimate knowledge,

it became necessary to formulate and implement a new program which reflected a model approach to experimental learning.

It was anticipated that a number of positive results would also accrue, such as: (1) definitive academic and experience expectations with clearer means of assessment; (2) a marked increase in student initiative and responsibility with respect to approaching the world-of-work; (3) development of open communication between academia, employers, government, and students; and (4) lastly, faculty site visitations and interreaction with off-campus professionals.

Examination and analysis of past practicums and college policy served as the initial point of departure from the old to the new. The early program was a direct outgrowth of a pilot project initiated in the Spring of 1970. There were two main reasons for its inception. First, to expose students to the nature and problems of the metropolitan inner city and the subculture of the black ghetto. Secondly, to relate academic theory with practical experience and service with an urban setting. Actually, there were two programs: the Intercultural Black Studies and the Detroit Urban Practicum. The programs provided student practicums and participation in weekly seminars arranged with Wayne State University. Four departments (Sociology, Psychology, Political Science and Religion) formed the nucleus of a coordinating committee which was responsible for the successful implementation of the programs which became Intercultural Studies 101-102 and Practicum 385-386-387.

The Intercultural Studies faded quickly in the early 1970's, but the practicum program assumed a new character and survived. In recent years the practicum program provided a number of students with the opportunity to apply their academic knowledge in a non academic, career-oriented environment. Yet, for the most part, the practicums represented haphazard, informally structured, and highly individualized placements. It is clear, however, that while some practicums led to career related employment and meaningful experiences, others were at best a period of putting in one's time for credit. The realities of the facts suggested Alma, like so many other institutions, followed trends of granting credit for almost any type of experiential learning situation. Characteristically, the method for determining the validity of placement, identifying and defining relevant

learning objectives, and providing close supervision and knowledgeable assessment was in the majority of cases less than satisfactory.

Many of the problems and inconsistencies initially identified were largely a result of the failure to determine what specific learning outcomes might be expected. Consequently, considering the overall goals of the Career Preparation Program, an early set of practicum objectives were defined. Specifically, students would: (1) exhibit initiative in job exploration and selection; (2) obtain practical experience; (3) become aware of how personal skills and characteristics may be applied to various job opportunities; and (4) develop entry level work skills in at least one work role.

With further examination of past programs, it seemed important that the first step towards developing a model program would be to define "practicum" as it pertained to Alma College, and to establish a set of specific objectives for the program. As a result, a practicum at Alma College is now defined as an experience which takes place outside the classroom, incorporates the application of academic learning to a practical experience, and requires direct student supervision by someone other than a member of the Alma College faculty. With a definition of practicum and an analysis of the Alma College philosophy towards practical experience, operational goals were established that could meet the needs, concerns, and expectations of the college community. The occupational goals for the program are:

- A. Establish legitimate practical experiences that will test a student's ability to apply theoretical knowledge and training in a particular occupational area and work environment by participating in operational activities, assuming responsibility and performing tasks.
- B. Determine if students have developed certain competences by requiring that students make decisions, plan and accomplish objectives, take initiative, and demonstrate the use of mental abilities and aptitudes needed for the profession.
- C. Provide students with direct exposure to a work situation in which the student must adapt and adjust to different physical surroundings, working conditions, concerns, attitudes, and relationships.

- D. Increase career awareness and planning by assisting students to evaluate interests, abilities, educational objectives, and activities in light of career possibilities.
- E. Determine if the Alma College academic program provides students with the necessary educational background required for entry into a particular occupation.

Recognizing the rewards and inherent value of practical experience and to further ensure faculty interest and approval for the practicum concept, Alma College began in late August to encourage faculty to visit off-campus sites which might become possible practicum placements. These activities were designed to meet the objectives set for the faculty which were: (1) establish personal working relationships with colleagues in business, industry, and government; (2) interaction which can result in benefits to both parties and lead to clearer understanding, better awareness of roles, and consensus on goals and purposes; (3) exposure to a work environment related to their discipline and interests should increase their desire to stay informed of their counterparts' current activities and concerns and will help to develop useful and intellectually challenging additions to course programs; and (4) increase utilization of classroom consultants from the world of work.

As was indicated previously, the practicum concept is recognized by Alma College as a learning experience because it provides the type of non-academic work environment in which a student can explore an occupation of interest and test prior academic learning; it is, in fact, an opportunity to experience. Central to the purpose of revising the program was a desire to increase student initiative and responsibility. By indicating an interest in a practicum the student expresses a willingness to do something-beyond-the-ordinary and learning objectives should be established accordingly. The new recommended forms, procedures, and policies will place demands upon the student to assure a quality placement, and at the same time will increase expectations. To further stimulate students, a unique change was made regarding securing of placements. Sole responsibility for obtaining a practicum and arranging the details now rests with the student.

When the student indicates an interest in a practicum experience and receives tentative approval from a faculty sponsor, an initial interview

phase will take place with the practicum coordinator. During the session the student is questioned about motives, intentions and relationships of the proposed experience to educational background and career plans. Advice on the content for a written proposal is given and examined, and a resume is required. Suggestions as to possible sites are given by the practicum coordinator as well as tips on marketing a practicum and increasing personal competitiveness in the work world. This approach adds a unique dimension to the program and greatly expands the student's self-confidence. Thus, the typical student will prepare and experience the same type of situation confronting the graduating senior. In all likelihood, this exercise will lead to improved interview and job opportunities.

Responsibility for articulating the learning objectives, establishing procedures and developing guidelines for implementation and assessment rest with the practicum coordinator.

#### Career Information Center

A major emphasis has been placed on the Career Information Center. A classroom has been utilized to display materials. A full-time person who is the Placement Assistant is available to help students. A part-time student worker is also available to keep the Center organized and to up-date and review materials. This student is also available on Wednesday evening and Saturday and Sunday to keep the Center open for student use.

Within the Center are a wide variety of materials. A major mailing campaign was initiated in the Summer of 1976 utilizing all possible lists of sources of free materials. Over 2000 sources of career information were contacted. A very adequate system utilizing the D.O.T. and Office of Education clusters has been developed for cataloging that complements the activities of the Career Preparation Program. A plan to continue to develop the Center has been established and materials will be added and reviewed on a regular basis.

Through efforts with the Michigan Occupational Information System (MOIS), Alma has received a free set of current occupational information on microfiche. The MOIS is an exemplary one and Alma students will benefit from its addition. The MOIS is developing a computerized system and through efforts of the staff, Alma will be a test site for utilization of such a system. If the system proves to be functional it will not only

aid our students, but also may allow Alma to be of service to area high school students for career search needs. A video tape library is also available over a wide range of career topics. Alumni interview tapes are being developed in conjunction with the Career Conventions. Faculty and student self-help career planning tapes developed at Alma are also available. A total of more than 2200 visits have been made to the Career Information Center during the period July 1, 1976 through June 30, 1977. Prior to the CPP, only 60 student visits were made to the Career Information Center compared to 400 during a comparable period after the start of the Career Preparation Program. A special tool, the Behring Interest and Abilities Survey (BIAS), (1976) is used during the occupational Information Workshop and continues as a self-help tool enabling students to relate their profile to the DOT worker trait groups. A copy of the print-out from the BIAS is included in Appendix H. A list of types of materials found in the Career Information Center is found in Appendix I.

#### Career Consultant Planning Conference

Objectives 4, 5, 6, 7, and 11 for the faculty stress the importance of faculty consultation with career professionals. Also, as faculty work with students in attempting to maximize their employment opportunities, it becomes important to receive accurate information about the current market, and as the content of the various disciplines changes, suggestions from practicing professionals can be quite helpful in designing classroom activities. An Alumni Career Consultant (ACC) Conference was held June 24-25, 1977 to accomplish these objectives. In addition, the consultants reviewed the current curricula and programs at Alma so that they could give their recommendations to faculty members. The consultants also proposed several ways in which alumni could participate in working with the College in the area of career preparation.

Alumni were chosen who appeared to be well-established in their occupational field. Suggestions for ACC's were solicited from the faculty and others were obtained through a computer search of the results of an Institutional Research Questionnaire (IRQ) completed in June, 1976 where a survey of the occupations of alumni by academic major was obtained. The criteria for selection of the ACC's were:

- 1) a completed IRQ;
- 2) graduation between 1960 and 1972;
- 3) a statement on the IRQ that they would choose Alma again;
- 4) residence in or near Michigan.

A list of the occupations of the 26 ACC's can be found in Appendix J.

During the workshop, the 26 ACC's were divided into four groups according to the academic division which included their major area of study. Before introducing the alumni to current programs and curricula they were asked to evaluate their own education at Alma with the use of several exercises. The alumni were asked to evaluate the connection, if any, between the skills acquired in their undergraduate education and subsequent experiences. Each of the four groups were asked to produce a list of seven skill areas to which their education at Alma made significant contribution.

The ACC's were also given a complete set of curriculum materials from the discipline in which they majored. These materials included textbooks, workbooks, lab books, course outlines, schedules, and a description of department programs. A curriculum analysis and recording sheet was used by alumni. Twenty-one faculty then met with an appropriate ACC to go over evaluations and recommendations.

## EVALUATION

### STUDENT PROGRAMS

#### Workshops

The student workshops have been designed to present students with experiences that will lead to meeting objectives 1,2,3,6,7, and 8 (see pp. 1,2). It has been, however, the intent of the program staff that the design of all programs and activities will lead to the accomplishment of the stated objectives and therefore it is difficult to tie one specific activity to one objective.

All workshops through the junior year have now been attempted with at least one group of students. Currently the workshops designed for the freshman year have been tested and evaluated with three groups of students and those designed for the sophomore year have undergone testing and revision as a result of work with Pilot Groups I and II. The junior year activities have been tested with Pilot Group I and are currently being revised for additional evaluation with Pilot Group II students. A brief description of each of the workshops can be found in Appendix E. Note that many of the activities planned for the senior year have been combined into a workshop called the Senior Sequence. This sequence will be offered to Pilot I students as a three-day workshop prior to the start of school in the fall. If successful, the program will be offered to seniors twice a year.

As part of the process of designing the workshops, formative evaluations were conducted throughout implementation with the groups. The evaluations for several of the workshops with two groups is presented here as an example of the work that goes into the design and re-design of the workshops.

After testing with Pilot I, the Career Exploration Workshop was offered to the Class of 1980 as the first group of freshmen. Seventy-six percent of this class or 267 students enrolled in the Career Preparation Program (CPP) during the first week of the fall term 1976. All but five of these students completed the Strong-Campbell Interest Inventory, but only 209, or 78%, of those enrolled participated in the first workshop (Career Exploration Workshop I).

Table 1 describes the student evaluations of the exercises of this workshop. Mean ratings of each activity on a scale from 1 to 5 are presented as are the students recall of the activity on a scale from 1 to 4 where 1 is indication that the student does not remember and 4 that the student does. The ratings are self ratings after the workshop on a form that describes the objective of the activity and names the activity.

Participants' overall evaluation of the activities of this workshop was 3.41 on a scale where 3 is "good" and 4 is "very good." The students' overall recall of the activities was 3.1. It appears that students recalled and identified the activities well enough to consider their evaluations accurate reflections. The activities remembered most were the strength bombardment, past successes, college entrance strength summary, values clarification game, and the brainstorming of job titles. All of these activities are group activities and focus on the students' strengths and successes whether related to work or not.

The participants average rating of all of the exercises is above a 3.00. The activity with the highest rating is "Past Successes." This activity was also remembered well and, along with other highly rated activities such as Career Needs Rating, Interest Preference, and Occupational Theme Sort, suggests that students liked activities that produced information about themselves within a group setting.

As mentioned previously another group of students was invited to participate in the CPP as Pilot II. Members of the Class of 1979 were invited to participate in January of 1977 on a first come, first served basis. Of the 104 students who enrolled, 94 took the Assessment of Career Decision-Making and the Strong-Campbell Interest Inventory. Ninety-one participated in the Career Exploration Workshop (CEWI).

The evaluation of this workshop by Pilot II can be found in Table 2. The average overall rating of the Career Exploration Workshop was high, 3.97 on a scale where 4 equals very good. The ratings given to the exercises by the Pilot II group are consistently higher than the ratings given by the freshmen the previous October (see Table 1). This is probably best explained by improved presentation by staff and perhaps greater seriousness on the part of the sophomores. The past success exercise and the college entrance strength summary were both rated lower than they

TABLE 1  
EVALUATION OF ACTIVITIES OF THE CAREER EXPLORATION  
WORKSHOP BY 209 MEMBERS OF THE FRESHMAN CLASS

|                                                                                                                                                                  | Mean Ratings |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|
|                                                                                                                                                                  | Recall       | Evaluation |
| 1. Warm up exercise--What's your C.Q. (Career Quotient)?<br>Objective: Get to know students. Start thinking about occupations.                                   | 2.60         | 2.93       |
| 2. Past Successes History Chart and Sharing.<br>Objective: Help identify past success and strengths.                                                             | 3.68         | 3.80       |
| 3. Self-estimate profile. Objective: Objectify abilities from Holland's perspective.                                                                             | 2.92         | 3.14       |
| 4. College entrance summary sheet (ACT,courses,SAT, extra-curricular activities). Objective: Identify and classify strength areas from high school years.        | 3.52         | 3.26       |
| 5. Bull's Eye Strength Bombardment.<br>Objective: Define strengths as others see them.                                                                           | 3.73         | 3.32       |
| 6. Success Assessment Sheet. Objective: To help assess what makes an event successful for you.                                                                   | 2.77         | 3.50       |
| 7. Occupational Prestige Ranking. Objective: Show a relationship between values and occupational interest.                                                       | 2.99         | 3.33       |
| 8. Interest Preference Rating Sheet. Objective: Assess the relative preference for occupational interests.                                                       | 2.64         | 3.52       |
| 9. Career Needs Rating Sheet.<br>Objective: Assess personal and career needs.                                                                                    | 2.90         | 3.63       |
| 10. Holland Occupational Themes Sort. Objective: To appraise oneself in relation to six occupational personalities.                                              | 2.99         | 3.59       |
| 11. Five Sort Value Survey and Summary Sheet.<br>Objective: To appraise oneself in relation to six occupational personalities.                                   | 2.87         | 3.46       |
| 12. What Do I Value in Life Sheet.<br>Objective: Assess most and least important values.                                                                         | 3.13         | 3.60       |
| 13. Island game. Objective: To help indicate how decisions are partly made, relying on one's value system.                                                       | 3.51         | 3.21       |
| 14. Brainstorming of job titles. Objective: To assist you by having others suggest job titles that they see as being related to you as portrayed on the profile. | 3.5          | 3.41       |
| 15. Completion of a Personal Planning Profile. Objective: To get you to see yourself from a broad base of strengths, values, needs and interests.                | 3.01         | 3.57       |
| OVERALL RATINGS                                                                                                                                                  | 3.1          | 3.41       |

Recall was judged on a scale from 1 - 4 where 1 means lack of recall and 4 means recall.

Evaluation was self-rating as to the effectiveness of the workshops on a scale of 1 - 5 where 1 refers to "no good", 5 "excellent", and 3 "good".

TABLE 2  
EVALUATION OF ACTIVITIES OF THE CAREER EXPLORATION  
WORKSHOP BY 91 MEMBERS OF PILOT GROUP II

| ACTIVITY                                                                                                                                                                                        | Mean Rating<br>of Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1. Warm up exercise--What's your C.Q. (Career Quotient)<br>Objective: Get to know students. Start thinking about occupations.                                                                   | 3.94                         |
| 2. Past Successes History Chart and Sharing<br>Objective: Help identify past success and strengths.                                                                                             | 3.80                         |
| 3. Future scenario and brainstorming of future job titles.<br>Objective: Show the changing nature of the job market and the importance of adaptability to career success.                       | 3.88                         |
| 4. Self-estimate profile.<br>Objective: Objectify abilities from Holland's perspective.                                                                                                         | 4.21                         |
| 5. College entrance summary sheet (ACT, courses, SAT, extracurricular activities). Objective: Identify and classify strength areas from high school years.                                      | 3.07                         |
| 6. Bull's Eye Strength Bombardment.<br>Objective: Define strengths as others see them.                                                                                                          | 4.12                         |
| 7. Success Assessment Sheet.<br>Objective: To help assess what makes an event successful for you.                                                                                               | 4.10                         |
| 8. Occupational Prestige Ranking. Objective: Show a relationship between values and occupational interest.                                                                                      | 3.62                         |
| 9. Interest Preference Rating Sheet. Objective: Assess the relative preference for occupational interests.                                                                                      | 4.02                         |
| 10. Career Needs Rating Sheet.<br>Objective: Assess personal and career needs.                                                                                                                  | 4.25                         |
| 11. Holland Occupational Themes Sort. Objective: To appraise oneself in relation to six occupational personalities.                                                                             | 3.79                         |
| 12. Five Sort Value Survey and Summary Sheet.<br>Objective: Assist in further clarifying values.                                                                                                | 3.85                         |
| 13. What Do I Value in Life Sheet.<br>Objective: Assess most and least important values.                                                                                                        | 4.05                         |
| 14. Island Game. Objective: To help indicate how decisions are partly made, relying on one's value system.                                                                                      | 3.56                         |
| 15. Brainstorming of job titles. (Occupational Bombardment).<br>Objective: To assist you by having others suggest job titles that they see as being related to you as portrayed on the profile. | 4.20                         |
| 16. Completion of a Personal Planning Profile. Objective: To get you to see yourself from a broad base of strengths, values, needs, interests.                                                  | 4.26                         |
| OVERALL                                                                                                                                                                                         | 3.92                         |

Students' ratings were made on a scale where 1 stood for "no good", 3 for "good", and 5 for "excellent."

had been by the freshmen. It may be that the sophomores had more current personal data to analyze for career planning. Again, the exercises which received the highest ratings were those that produced information. The career needs rating, self-estimate profile, brainstorming of job titles, and completing the personal profile were rated highly. The personal profile is a device used by students to summarize the learning of workshops and to plan alternatives.

As a result of these activities, the student is able to state his/her career needs, interests, strengths, skills, and perhaps describe as many as 15 career titles that appear appropriate to his/her characteristics.

The Class of 1980 and Pilot Group I and Pilot Group II were also offered the Occupational Information Workshop. The workshop for Pilot I consisted of a description of career planning materials such as the D.O.T., College Placement Annual, Occupational Outlook Handbook, etc., and then asking students to complete various searches in the Career Information Center. The members of the Class of 1980 were presented a video tape presentation of a student using the Career Information Center in the hope that through observation, the students would learn to identify and use resource materials. The video tape procedure and subsequent slide/discussion presentation did not prove very effective although formal evaluations were not made. As will be seen later in this report, however, students in the program do feel they have gained occupational information skills. A new workshop format that involves lecturettes and proven solutions using occupational information materials has been designed and will be tested with the next class of students.

Another workshop that has been developed and undergone a revision is the first Communication skills Workshop. Pilot II was offered the Communication Skills Workshop during the winter term of 1977. Attendance was low at this workshop, but the evaluation of those who attended was uniformly high. Many students made comments that the workshop has been "the best" in the CPP. Results of a survey sent to CPP participants in the summer of 1977 seem to support this (see Table 5). The CEWI received an average rating of 3.0, the Occupational Information Workshop a 3.3, and the Communication Skills Workshop (CSWI) a 3.5. Written and oral comments from the participants suggest that the positive ratings for the CSWI may be the result of

the small working size of the group (16 or less), the relationship of the learning to interview skills and current social situation, and the opportunity to see themselves on instant replay on the video tape. Table 3 describes student evaluations for each activity. The Letter Writing Workshop and Communication Skills Workshop were attempted with Pilot I and revisions are being made. Both workshops needed improvements.

#### Comparison Groups

In the summer of 1977 surveys were sent to CPP participants and their comparison groups. The surveys used can be found in Appendixes L and M.

Comparisons were made between the GPA of Pilot I and its matched control before the CPP began. There was not a significant difference then nor was there a difference between the two groups for the term during which Pilot I first participated in the CPP. This suggests that the CPP did not affect the students' GPA.

There was not a significant difference between the GPA's of Pilot II and a randomly selected group of 30 students who did not participate in the CPP from the same class. The comparison group had higher ACT composite scores.

A comparison of the ACT scores and GPA's of the Class of 1980 and the 30 randomly selected students from the same class indicates that the students who volunteered for the program from that class scored higher on the ACT and achieved higher GPA's. At this point it would appear that one can only say that choosing the CPP does not appear to affect GPA and that freshmen who select the CPP appear to show greater academic achievement (see Table 4).

Table 5 presents the results of the summer survey sent to the CPP students and the comparison groups. The poor response from the non-CPP students of the Class of 1980 does not permit comparisons in this group with any degree of confidence. Since no tests were made of the statistical significance of these ratings, as this was viewed as formative evaluation rather than research, trends only are described.

It appears that in the Pilot I group, non-CPP students describe themselves as more aware of their abilities, values, and communication skills than do the CPP students. On the other hand, the CPP students appear more aware of career related information and indicate they have taken greater

TABLE 3  
EVALUATION RESULTS  
COMMUNICATION SKILLS WORKSHOP  
PILOT II  
March, 1977

| ACTIVITY                         | Mean Rating |         |         |         |
|----------------------------------|-------------|---------|---------|---------|
|                                  | Group 1     | Group 2 | Group 3 | Overall |
| Communication process            | 1.66        | 1.33    | 1.5     | 1.50    |
| Clarifying questions             | 1.66        | 1.5     | 1.6     | 1.59    |
| Nonverbal behavior               | 2.12        | 1.25    | 1.6     | 1.66    |
| Components of open communication | 1.88        | 1.66    | 1.6     | 1.71    |
| Interview skills                 | 1.63        | 1.54    | 2.1     | 1.76    |
| Group communication process      | 1.5         | 1.69    | 1.6     | 1.60    |
| Roles within Groups              | 1.5         | 1.77    | 1.75    | 1.67    |
| Leadership styles                | 2.13        | 1.85    | 2.25    | 2.08    |
| Group communication skills       | 1.83        | 1.62    | 1.87    | 1.77    |
| OVERALL                          | 1.55        | 1.31    | 1.38    | 1.41    |

Note: Students rated activities on a scale of 1 to 4, with 1 being "excellent", 2 "good", 3 "fair, and 4 "poor".

TABLE 4

ACT AND GPA COMPARISONS  
BETWEEN CPP STUDENTS AND  
NON-CPP STUDENTS

| Indicator          | Pilot I       |                 | Pilot II      |                 | Class of 1980 |                 |
|--------------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
|                    | Active<br>CPP | Compari-<br>son | Active<br>CPP | Compari-<br>son | Active<br>CPP | Compari-<br>son |
| Composite ACT      | 22.84         | 23.07           | 20.27         | 22.5            | 24.03         | 22.03           |
| Fall '75 GPA (Pre) | 2.97          | 2.91            |               |                 |               |                 |
| Winter '76 GPA     | 2.95          | 3.03            | 2.70          | 2.79            | 3.0           | 2.57            |

TABLE 5  
RESULTS OF CPP EVALUATION SURVEY  
Summer, 1977

| Objective                             | CLASS         |                       |               |                       |               |                      |
|---------------------------------------|---------------|-----------------------|---------------|-----------------------|---------------|----------------------|
|                                       | 1978          |                       | 1979          |                       | 1980          |                      |
|                                       | CPP<br>(n=33) | Non-<br>CPP<br>(n=52) | CPP<br>(n=38) | Non-<br>CPP<br>(n=39) | CPP<br>n=105) | Non-<br>CPP<br>(n=9) |
| Awareness of: academic abilities      | 2.869         | 2.92                  | 2.76          | 2.95                  | 2.59          | 2.77                 |
| vocational abilities                  | 2.22          | 2.36                  | 2.39          | 2.18                  | 2.03          | 2.11                 |
| career needs                          | 2.61          | 2.38                  | 2.65          | 2.24                  | 2.40          | 2.56                 |
| career interests                      | 2.74          | 2.54                  | 2.89          | 2.38                  | 2.55          | 2.44                 |
| personal values                       | 2.65          | 2.82                  | 2.76          | 3.15                  | 2.54          | 3.33                 |
| Skills in: communication              | 2.39          | 2.75                  | 2.68          | 2.66                  | 2.32          | 3.00                 |
| interpersonal relations               | 2.87          | 3.06                  | 2.68          | 3.00                  | 2.58          | 3.33                 |
| decision-making                       | 2.48          | 2.92                  | 2.50          | 3.02                  | 2.42          | 2.44                 |
| Personal initiative:                  |               |                       |               |                       |               |                      |
| career exploration                    | 3.00          | 2.26                  | 2.55          | 2.38                  | 2.46          | 2.44                 |
| career selection                      | 2.73          | 2.20                  | 2.35          | 2.35                  | 2.36          | 2.67                 |
| Knowledge of: required training       | 2.43          | 2.22                  | 2.29          | 1.89                  | 2.58          | 2.78                 |
| expected entry-level skills           | 2.41          | 2.04                  | 1.86          | 1.79                  | 2.37          | 2.33                 |
| employment outlook                    | 2.38          | 2.16                  | 2.14          | 2.05                  | 2.38          | 2.11                 |
| average salaries                      | 2.48          | 1.79                  | 2.00          | 1.66                  | 2.26          | 2.00                 |
| working conditions                    | 2.27          | 1.74                  | 2.00          | 1.66                  | 2.14          | 2.00                 |
| Practical experience                  | 2.30          | 2.34                  | 2.02          | 1.90                  | 1.78          | 2.44                 |
| Entry level skills                    | 2.45          | 2.15                  | 2.18          | 2.05                  | 2.07          | 2.57                 |
| Natural Sciences Career Convention    | 3.00          | 2.80                  | 2.90          | 2.40                  | 2.84          | 1.00                 |
| Humanities Career Convention          | 2.60          | 2.67                  | 1.60          | 2.80                  | 2.86          | 0                    |
| Practicum Workshop                    | 2.50          | 2.50                  | 2.50          | 2.50                  | 2.66          | 0                    |
| Took a practicum                      | 3.43          | 3.83                  | 3.20          | 2.60                  | 3.33          | 0                    |
| Visited the Career Information Center | 3.25          | 2.40                  | 3.10          | 2.60                  | 2.88          | 0                    |
| Strong Campbell Interest Inventory    | 2.88          |                       | 2.60          |                       | 2.62          |                      |
| Career Exploration Workshop I         | 2.67          |                       | 3.00          |                       | 2.45          |                      |
| Personal Profile                      | 2.86          |                       | 3.00          |                       | 2.41          |                      |
| Occupational Information Workshop     | 2.92          |                       | 3.30          |                       | 2.78          |                      |
| Career Exploration Guide              | 3.00          |                       | 3.30          |                       | 2.68          |                      |
| Career Research Workshop              | 2.33          |                       | 2.66          |                       |               |                      |
| Communication Skills Workshop I       | 2.63          |                       | 3.50          |                       | 2.77          |                      |
| Career Exploration Workshop II        | 2.80          |                       |               |                       |               |                      |
| Communication Skills Workshop II      | 2.67          |                       |               |                       |               |                      |

Note: Students rated their development of skills or participation in activities on a scale of 0 to 4 where 0 = "not at all" and 4 = "an outstanding amount". The rating 2 is average.

initiative in career exploration and selection. They also indicate that Alma has prepared them for entry level skills at a higher level than non-CPP students. The trend of knowledge items is definitely in favor of CPP participants. They grade Alma higher on developing their knowledge of occupational information on 14 out of 15 comparisons between CPP's and non-CPP's.

Non-CPP students feel Alma has developed their communication skills, interpersonal skills, and academic skills more so than reported by CPP students. This might be because CPP students have had workshops in these areas where they have had an opportunity to assess the level of skill development and know their weaknesses.

The same trends as above can be noted in the Pilot II group (Class of 1979), and thus it appears that the trend is in favor of CPP students in relating their education to career objectives and in taking initiative in career planning and exploration.

There is some early indication from interviews with senior students that Pilot I students 1) indicate more diverse or unusual career plans than do their comparisons, and 2) state more alternative career plans. The students in the CPP gave job titles for their plans that included food merchandiser, inventory analyst, hospital administrator, water control analyst, Michigan State Police Trooper, and reading therapist. There were no comparable career plans among the controls in either specificity or uniqueness. Ten of the Pilot I students compared to only three of the controls described alternate plans if their first choice did not work out.

A review of Table 6 indicates that Pilot I students have also been involved in more career preparation activities outside of the workshops. Pilot I students have been involved in more practicums and are further along in deciding upon their academic programs. These students also are quicker or more conscientious in initiating their contacts with the placement office and in completing their senior interviews. If students are able to effectively utilize educational resources in career planning, they may also be satisfied with their college and remain. Currently the attrition rate from Alma for the comparison group is twice as great as for those in the Career Preparation Program. Where withdrawal from the program occurs, primary reasons given are conflict with academic or social responsibilities.

TABLE 6

A COMPARISON OF PILOT I AND  
COMPARISON GROUP STUDENTS  
ON SEVERAL RELATED ACTIVITIES

| Related Activities         | CPP<br>Students | Comparison<br>Group |
|----------------------------|-----------------|---------------------|
| Practicums arranged        | 13              | 8                   |
| Failure to declare major   | 6               | 16                  |
| Senior placement interview | 30              | 23                  |

### Career Convention and Alumni of the Month

An observation made from the summer survey was that where students did not see a direct relationship between an event and their needs, attendance was low. This was particularly true for the career seminars and alumnus of the month program. It was apparent that where activities were planned without faculty input and without tying the event to specific classes or disciplines, support was minimum. As a result, faculty members were encouraged to invite alumni or other consultants into their classes and the program staff assisted with planning broader utilization during the person's stay. Adopting this approach resulted in much greater utilization of consultants by faculty, 39 during the past year.

The career seminar format where program staff invited guests to make presentations also did not prove very successful. A career convention was then designed which incorporated the idea of bringing alums and practicing professionals to the campus. In this approach, two successful alums are invited by each department within a division to return to campus for one full day of interaction with students. The alums make a group presentation, break into small groups for discussion purposes and also meet with seniors and attend classes. Natural Science and Humanities Conventions have been held. Approximately two hundred students attended the Natural Science Convention while about forty attended the Humanities Convention. Thirty faculty attended the Natural Science Convention and twenty attended the Humanities Convention. In the future, a continued emphasis will be placed upon involving faculty in the planning of these large programs. The greater success of the Natural Science Convention is attributed currently to greater faculty involvement in both planning and implementation, including frequent breakfast meetings between the faculty and CPP staff.

## FACULTY PROGRAMS

### Workshops

All the faculty of Alma College function as academic advisors with some also serving as pre-professional advisors (i.e., pre-law, pre-med, pre-engineering, etc.). One of the major aims of the CPP is to integrate academic and career advising. Thus, in addition to assisting faculty members learn about careers related to their discipline, it was important to help them improve their career counseling skills.

From the start of the program, faculty members have been asked to volunteer to take on this new function and participate in workshops designed to increase their career awareness and career planning skills. Since the first request went out, 41 faculty members have volunteered and participated in workshops. This figure is more than 60% of the faculty. Counting small meetings and large week-long workshops, well over 110 hours of meetings/workshops have been held for participating faculty. Two major week-long workshops have been held, one in August of 1976 and the other in August of 1977. A small workshop was held for mid-year volunteers in January of 1977, and a number of other meetings, both group and individual, have been held.

To assess the extent to which the first four objectives (see p. 8) were met, a workshop evaluation form was administered to participants before and after the workshop. A sample of the evaluation form can be found in Appendix N. Items on the form were grouped into two broad categories. The two categories are attitude items, maximum score 14, and knowledge items, maximum score 54. The general results of the evaluation are found in Table 7.

The faculty members serving as Career Preparation Coordinators for the second year had benefitted from previous workshops and experience. The increased mean scores for both groups after the workshop indicate that, in general, the objectives of the workshop seen to have been met. In addition, faculty responses to open ended questions on the evaluation form indicate the commitment of this group. These responses can be found in Appendix O.

TABLE 7  
MEAN SCORES OF WORKSHOP PARTICIPANTS PRE AND POST WORKSHOP  
BY MAJOR ITEM CATEGORY

| Items                        | First Year CPC's<br>n=12 |      | Second Year CPC's<br>n=13 |      | Total CPC's<br>n=24 |      |
|------------------------------|--------------------------|------|---------------------------|------|---------------------|------|
|                              | Pre                      | Post | Pre                       | Post | Pre                 | Post |
| Attitude Items<br>Max. = 14  | 10                       | 12.8 | 11.3                      | 11.9 | 10.6                | 12.4 |
| Knowledge items<br>Max. = 54 | 26.8                     | 40.9 | 36.5                      | 40.6 | 31.7                | 40.8 |

In an attempt to meet Objective 5 (see p.8) for the workshop, faculty members were assisted in making contacts with and then visiting possible practicum sites and meeting with practicing career professionals. Practicing professionals were visited by faculty at the following sites:

- Wolverine, Inc.
- CEDA
- Security Exchange Commission
- Chicago Board of Trade
- Merrill, Lynch, Pierce, Fenner & Smith
- State Legislative Office (Legislative Research)
- Ann Arbor News
- Department of Public Health
- Rapistan, Inc.
- Aetna Life
- Detroit Urban League
- Solidarity House (AFL-CIO, Detroit)
- General Motors, Alcohol and Drug Abuse Program
- Radio and TV Stations
- General Telephone
- Michigan Bell
- Communication Workers of America
- Fuels and Lubricants Department, Ford Motor Company
- Research Department, Ford Motor Company
- Owners of several music stores
- Year-round recreation centers
- Performing Arts Center, Midland
- Ross Roy Advertising
- Philip Meagher Associates Advertising

Of prime importance to the Career Preparation Program is the assistance of faculty members in aiding students with their plans and in helping them see the relationship of their educational programs to work opportunities. Also, as placement of students into work or professional school becomes increasingly competitive, it is important that Alma College's faculty and students are known and respected by prospective employers or professional schools. To such an end, fostering working relationships between faculty members and other professionals is also critical to the Career Preparation Program.

To assist faculty members in developing skills and becoming more familiar with elements of the total Career Preparation Program, a second major workshop was held during the week of August 22-26, 1977. The objectives were previously stated (see p.8). A schedule of the workshop is found in Appendix F.

As it is becoming increasingly important for students to be able to define their skills and strengths as they plan for alternatives and look

toward obtaining employment or entering into professional schools, the activities of the student workshops are designed to help them assess skills. Students are asked to define data, people, thing and self management skills within various content areas and in areas that are transferable across content. During the faculty workshop, participants were asked to define those self management, content and transferable skills they felt students learned in their fields. The results of their deliberation are found in Table 8. A review of this table very quickly points to many of the strengths of a quality liberal arts education. Faculty members recommended that students be assisted in becoming aware of the development of these skills as they progress in their educational program. A specific recommendation was that all course syllabuses describe the skills students can expect to learn and be tested on in the respective classes.

On August 25, thirty-two faculty members left for seven work sites. The purposes of these visits were to find out about the employer, learn what disciplines related to the work, investigate possible practicums, and establish a working relationship with a career professional. Faculty members visited those places that appeared most related to their field of study. Table 9 is the report of faculty members on their visits. A review of the contents indicates that career opportunities, including practicums, are available for liberal arts students. In addition, all faculty members reported a sincere interest on the part of the employers to be helpful in assisting faculty and students relate education to research and work opportunities. Many people expressed interest in coming to campus.

Faculty members also received information about the desired qualities in college graduates. There was a particular emphasis upon problem solving ability, assumption of responsibility, initiative, audio visual skills, and oral and written communication skills. It is interesting to note that these are several of the skills which are believed to result from a quality liberal arts program.

Important to the development of students is their opportunity to observe the relationship between work and education. This can occur in a variety of ways which include practicums, special programs by practicing career professionals, the visits of alumni consultants to campus, etc.

One period of the faculty workshop allowed time for faculty members to brainstorm activities that they may like to encourage to promote such

31  
40

TABLE 13

GENERAL SUCCESS QUALIFICATIONS ACCORDING TO GROUP CONSENSUS

| HUMANITIES                                                                                                                                                                                                                                                                                             | NATURAL SCIENCE                                                                                                                                                 | SOCIAL SCIENCE I                                                                                                                                                                                                                                                                                                                                                                    | SOCIAL SCIENCE II                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ability to persuade<br>Self-discipline/commitment to tasks<br>Dealing with people<br>Knowledge of techniques<br>Self-marketing<br>Adaptation to survive<br>Communication skills:<br>a. teaching<br>b. speaking<br>c. listening<br>d. TV/radio/media<br>e. writing<br>Long and short term goal setting. | Sound technical background<br>Flexibility (ability to change)<br>Communication skills<br>Motivation<br>Personal relations<br>Organization<br>Evaluation<br>Etc. | Interpersonal relations<br>Knowledge of governmental laws and regulations<br>Self-motivation<br>Self-knowledge<br>Communicate effectively<br>Resourceful subversivness<br>Creative thinking<br>Assertiveness, self-confidence<br>Interviewing techniques<br>Handling stress and pressure<br>Tact and diplomacy<br>Organization skills<br>Defining problems - formulating objectives | Assessing needs-set goals and objectives<br>Implementation<br>Communication skills<br>Reading-analytical<br>Writing<br>Speaking<br>Listening<br>Self-management<br>Organization<br>Felxibility<br>Interpersonal relationships (especially with difficult people)<br>Expertise related to field<br>Knowledge of job description actuality |

TABLE 8

SELF MANAGEMENT, CONTENT, AND TRANSFERABLE SKILLS  
SPECIFIED BY FACULTY MEMBERS AS BEING LEARNED IN THEIR FIELDS OF STUDY

| ART                                       | ASTROLOGY                                                                                                                                                                                                                                                                                         | BUS. AD.                                                                                                                                                                                                          | CHEMISTRY                                                                                                                                                                                                                        | EDUCATION                                                                                                                                                                                             | HISTORY                                                                                                                                                                                                                  | LANGUAGE & LITERATURE                                                                                                                                                                                                                                                                                                                                                                                                                                          | MUSIC                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PHYSICAL EDUCATION                                                                                                                                                                                                       | POLITICAL ECONOMY                                                                                                                                                                                                                                                                                                                                                                                                                                                  | PSYCHOLOGY                                                                                                                                                                                                                        | SOCIOLOGY                                                                                                                                                                                                                                  | SPEECH & THEATRE                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| S<br>I<br>F<br>L<br>H<br>A<br>G<br>U<br>T | Normal skills<br>Reading skills<br>Time management<br>Discipline of self<br>Travel experience<br>Critical skills<br>Personal expression<br>Inventiveness                                                                                                                                          | Industry<br>Precision<br>Obedience<br>Listening ability<br>Ability<br>Tenacious<br>Self-reliance<br>Independence<br>Initiative<br>Patience<br>Self-control                                                        | Ability to get along<br>with people<br>Honesty<br>Spontaneity<br>Assertiveness<br>Decision making<br>Competitiveness<br>Goal oriented<br>Leadership<br>Organizing                                                                | Leadership<br>Programming<br>Communication skills<br>Planning<br>Public relations<br>Perseverance<br>Abstract reasoning<br>Effective inter-<br>action with<br>others                                  | Scheduling of time<br>Willingness to try<br>new things<br>Manual dexterity<br>Perseverance<br>Abstract reasoning<br>Effective inter-<br>action with<br>others                                                            | Organize for<br>instruction<br>(initiative)<br>Interaction -<br>staff, children<br>parents<br>Time management<br>Decision making<br>Self-confidence<br>Self-discipline                                                                                                                                                                                                                                                                                         | Work schedule<br>(competition and<br>individual)<br>Survival skills<br>Develop career<br>awareness<br>Organization<br>What it means to be<br>a professional<br>(experience with<br>study contracts)                                                                                                                                                                                                                                                   | Growth (personal)<br>Poetry and adapt<br>Pencil<br>Growth<br>Synthesize<br>Organize material<br>Time and duties<br>Performance<br>(public)                                                                               | Ensemble participa-<br>tion<br>Responsibility<br>Personal discipline<br>Time management<br>Managerial skills<br>Travel experience<br>Competition<br>Public reading<br>Education<br>Ability to respect<br>canned<br>Manual dexterity<br>Cultivation of good<br>taste musically<br>Self-confidence<br>Analysis, synthesis<br>Decision making<br>Communication skills                                                                                                 | Discipline (long<br>hours, disappoint-<br>ment)<br>Organizational mind<br>Grooming & physical<br>shape<br>Exercise, personal<br>Decision making                                                                                   | Self-motivation<br>Study discipline<br>Time management<br>(planning)<br>Persistence<br>Academic curiosity<br>(Independence (self-<br>confidence))                                                                                          | Persistence -<br>organization<br>Patience without<br>Manage stage fright                                                                                                                                                                                                                         | Relate to others<br>Values clarification<br>Self-awareness<br>Budget & manage<br>time<br>Ability to express<br>themselves<br>Ability to listen<br>Self-starting<br>Decision making<br>skills<br>Concept of "self"<br>Responsible<br>Dependable<br>Personal growth                                                                                                           | Discipline time<br>Effective in nature<br>resources<br>Discipline in slang,<br>arguing, come in<br>verbal use, self-<br>confidence<br>Sense of desirable<br>standards, confi-<br>dence<br>Self-motivating;<br>tolerance                                                                                                                                                                                                                                                                                   |
| T<br>B<br>N<br>F<br>E<br>A<br>L           | Normal skills<br>(several hundred)<br>Visual skills<br>Social skills<br>Reading skills<br>Research and<br>analysis<br>Data collection<br>Materials management<br>Time management<br>Discipline of self<br>Travel experience<br>Critical skills<br>Library<br>Personal expression<br>Inventiveness | Analysis<br>Oral communication<br>Library<br>Observation<br>Analytical (quantita-<br>tive)/Problem<br>solving<br>Follow directions<br>Necessary ability<br>Self-control<br>Competitiveness<br>Ability to organize | Oral communication<br>Writing<br>Reading<br>Reading Scripture<br>Prayer<br>Analytical (quantita-<br>tive)/Problem<br>solving<br>Follow directions<br>Necessary ability<br>Self-control<br>Competitiveness<br>Ability to organize | Communication<br>Reading Scripture<br>Prayer<br>Analytical (quantita-<br>tive)/Problem<br>solving<br>Follow directions<br>Necessary ability<br>Self-control<br>Competitiveness<br>Ability to organize | Written communica-<br>tion<br>Reading of technical<br>material<br>Solving mathematical<br>problems<br>Chemical problem<br>solving<br>Collect, assemble<br>and interpret<br>data<br>Use of computer<br>Design experiments | Lesson planning<br>Preparing instruc-<br>tional materials<br>Analysis of tests<br>Test construction<br>Manage a group(s)<br>Critical analysis of<br>research, docu-<br>ments, multi-<br>media (films,<br>tapes), data<br>analysis<br>Factual research<br>Cause and effect<br>relationships<br>Creative problem<br>solving<br>Ability to compre-<br>hend basic set<br>theory, graphs,<br>multi-factor<br>analysis, risk-<br>main analysis,<br>human limitations | Oral and written<br>communication<br>Group leadership<br>and research team<br>administration<br>Critical analysis of<br>research, docu-<br>ments, multi-<br>media (films,<br>tapes), data<br>analysis<br>Factual research<br>Cause and effect<br>relationships<br>Creative problem<br>solving<br>Ability to compre-<br>hend basic set<br>theory, graphs,<br>multi-factor<br>analysis, risk-<br>main analysis,<br>human limitations                    | Learn<br>Write<br>Speak<br>Speak with speed &<br>comprehension<br>Listen - including<br>note taking<br>Analyze - esp.<br>writing & speech<br>Critique<br>Research - social<br>(Interviewing),<br>biographic,<br>personal | Instrument tech-<br>niques<br>Voice techniques<br>Interpretive ability<br>Research skills<br>Technical and materi-<br>als knowledge<br>Promotional<br>techniques<br>Library techniques<br>of organizational<br>and practical<br>application                                                                                                                                                                                                                        | Manipulation &<br>management in<br>different settings<br>Technical analysis<br>Problem solving                                                                                                                                    | Reading<br>Interpersonal<br>communication<br>Analyze data<br>writing<br>Constructing logical<br>arguments<br>Synthesis<br>Debate/verbal<br>defense of ideas<br>Problem solving<br>Precision in<br>thought/work<br>Information<br>gathering | Library savvy<br>Read for important<br>points<br>Complex logical<br>analysis<br>Spot logical errors<br>Generate new ideas<br>Trouble-shoot<br>electrical<br>machinery<br>Data presentation<br>Communication<br>Persuasion<br>Ability to observe<br>and flexibility<br>to change your<br>behavior | Data analysis<br>Communication skills<br>Group discussion:<br>present, listen,<br>evaluate<br>Critical thinking<br>Reading<br>writing<br>Research methods<br>Planning work/time<br>Relating to people<br>with diverse<br>backgrounds<br>Public speaking<br>Relational evalua-<br>tion<br>Decision making<br>Defining problems<br>Creativity<br>Awareness<br>manipulate them | Value judgments<br>Give directions<br>(direct group ac-<br>tivity, organize<br>people & schedules)<br>analyze, notice<br>solve problems,<br>allocating<br>resources<br>Write reports, coordi-<br>nate, organize<br>ideas, study tests<br>of accuracy, logic,<br>relevance, etc. ad-<br>aptability to lan-<br>guage, creative,<br>physical coordina-<br>tion, problem-<br>solving, precise<br>aesthetic judgments<br>in color, line,<br>face<br>Understanding family<br>speech patterns &<br>body language |
| W<br>B<br>N<br>F<br>E<br>A<br>L<br>T<br>U | Normal skills<br>Visual skills<br>Social skills<br>Reading skills<br>Research and<br>analysis<br>Data collection<br>Materials management<br>Time management<br>Library                                                                                                                            | Analysis<br>Library<br>Observation<br>Techniques<br>Organize<br>Problem solving<br>Ability to plan                                                                                                                | Finance<br>Accounting (P.O.E.)<br>Marketing<br>Statistics                                                                                                                                                                        | Aesthetics<br>Physical labor                                                                                                                                                                          | Standard laboratory<br>procedures<br>Knowledge of chem-<br>istry<br>Operate chemical<br>instrumentation<br>Economic knowledge                                                                                            | Library search &<br>research<br>Writing effectively<br>Oral communication<br>- individual,<br>small & large<br>groups<br>Listening (auding)<br>Observation<br>Management of a<br>goal-directed<br>group<br>Analyze<br>Synthesize                                                                                                                                                                                                                               | Small group<br>Leadership<br>Factual analysis<br>Creative problem<br>solving<br>Knowledge of basic<br>social, economic,<br>political,<br>environmental<br>principles common<br>to 2 of the<br>following areas:<br>Europe, Asia,<br>America<br>Ability to write a<br>precise analysis<br>of a particular<br>problem<br>Ability to compre-<br>hend and inter-<br>pret specific<br>problems in broad<br>perspective<br>Basic comprehension<br>of science | Analysis & interpret<br>Teach<br>Reporting<br>(writing)<br>Technical writing                                                                                                                                             | Instrumental skills<br>Social skills<br>Personal tech-<br>niques<br>Sole performance-<br>development<br>Participating with<br>others in a<br>section & ensemble<br>Knowledge of lit.<br>Travel experience<br>Knowledge of depart-<br>mental business<br>Participate in dept.<br>business at times<br>Experience & under-<br>standing in work-<br>ing with children<br>and young people,<br>peers<br>Repair skills<br>Writing skills<br>Speaking -<br>communication | Report writing<br>Identification of<br>other groups<br>Group formations &<br>development<br>Partial equilibrium<br>analysis<br>Knowledge of speci-<br>fic body of<br>literature, theory<br>Specific sets of ana-<br>lytical tools | Political experi-<br>ence<br>Economic modeling<br>Simulations<br>(processes)<br>Partial equilibrium<br>analysis<br>Knowledge of speci-<br>fic body of<br>literature, theory<br>Specific sets of ana-<br>lytical tools                      | Knowledge of Psych<br>Journals<br>Psych theory<br>Psych experience<br>procedures<br>Last anatomy                                                                                                                                                                                                 | Interviewing skills<br>Increasing sensi-<br>tivity<br>Public speaking<br>Research analysis -<br>techniques<br>Knowledge regarding<br>legislation,<br>social systems<br>Writing reports,<br>evaluating, doing<br>summaries                                                                                                                                                   | Direct plays<br>Research theatre,<br>reverse plays,<br>scenarios<br>Techniques (analysis)<br>Pantomime, sketches,<br>improvisation,<br>performing and<br>speaking<br>Action, build sets<br>costumes<br>Judging worth of play<br>speech, and costs<br>Understanding<br>lyrical speech<br>patterns                                                                                                                                                                                                          |

# TABLE 9 REPORT OF FACULTY MEMBERS ON THEIR SITE VISITATIONS

## BENDIX CORPORATION

Facilities first class, all projects computerized.

In research, work by project using people of different backgrounds (engineering, computers, mathematics, electronics, chemists)--emphasis on cooperation between people of different "departments".

A person seeking employment should have as many skills as possible (i.e. problem-solving with computers, special discipline area, willingness to enter unknown areas even with limited background, writing, speaking, etc., (essentially the skills pushed by ACCO-CPP-CPC).

Bendix strongly encourages education beyond B.S. - B.A. Continuing education is supported--TV hookups with U. of M. After 2 years will pay salary and for education (full-time). Will pay night-school tuition, education costs the minute a new employee is hired.

### Practicums, Summer Employment:

Bendix hires approximately 24 students for summer employment, most of which did not do work we would identify as being of strong educational value--i.e., routine process monitoring. "Interns" are hired for one year periods and seemed to be placed with projects in more responsible positions.

Seemed to be receptive toward the idea of practicums but students would first have to be hired on individual competitive basis. Then a practicum might be discussed. Commitments for summer students, etc., seem to be made in March.

What our department does to prepare students for Bendix:

1. Problem solving (research projects only).
2. Encourage computer course enrollment.
3. Encourage use of instrumentation for data gathering.

What we don't do enough of:

1. Assign more open-ended problems--use of creativity.
2. Don't demand full use of communication skills.
3. More industrial visitation--impress with multi-disciplinary approach.

## K-MART

### Recommendations:

Campus staff and faculty could learn from the management style at K-Mart.

Administrative relations are emphasized as are an emphasis upon openness, well defined lines of communication, loyalty, and the work environment.

Every employee starts at the bottom at K-Mart. There are training programs for college graduates.

Characteristics emphasized were concern for individuals, competitiveness, ability to assume responsibility and make decisions, planning ability, self-reliance, initiative.

Uncertain about practicums but should pursue if interested in headquarters operation.

## DETROIT BANK AND TRUST

Bank management people do not need to have Business Administration background. Liberal arts good--be interested in banking. Rapidly changing world!

Skills: writing ability  
analytical mind  
problem solving  
bright people

A little business accounting, maybe, but generally not necessary--except for a few specialized areas.

Demonstrated leadership--extra-curricular.

Ability to work in team.  
COBOL would be useful, maybe for Data Processing Section.

There seem to be possible practicum possibilities in several different areas for right student if worked out on an individual basis.

Extensive Management Training program. (Go to branch as "Assistant Manager")

Emphasized that narrow training is not what they are looking for.

## JAM HANDY

Suggestions for faculty and students --related to qualifications for jobs:

1. Writing skills absolutely essential to this particular business (audio visual specialists).
2. Ability to plan (we were given organization charts to show how meticulously they planned with their clients every step of their production schedule).
3. Scheduling and time management (they talked with watches in hand).
4. Efficient use of equipment, to assure targeted budget is achieved. (They seemed to stress absolute integrity in relationships with clients.)
5. Ability to identify complex organization problems.
6. Ability to marshal audiovisual techniques to solve these problems.
7. Necessity for sensitivity, creativity, imagination.
8. Practicum opportunities are a definite possibility if candidates are carefully selected.
9. Some personnel were agreeable to coming to campus.

## YOUNG & RUBICAN

### Recommendations:

Communication skills - sentence structure and vocabulary, word sensitivity, more breadth, more liberally educated--don't tunnel in (don't let liberal arts major stifle the student in inventiveness, aggressiveness), ability to give instructions, problem solving ability, investigative skills (research and synthesis). Get them on campus: to classes to tell them what it's like outside. Get the students there: practicum opportunities. Discussed (hypothetical) structured program in advertising that would make Alma College a pace-setter. Students must exhibit willingness to accept defeat and re-do.

## DEPARTMENT OF CORRECTIONS

1. Employ 4100 persons.
2. 100-150 openings/year for probation & parole officers. (Corrections is currently a growth industry.)

### Requirements

B.A. Degree

Major Areas: Sociology  
Social Work  
Psychology  
Criminal Justice

Jb. How to apply: Take exam to be given in Spring.

4. Salary, \$13,000 to start.

5. Mobility opportunities:

After 1 year - Probation/Parole

09 level, \$14,000

After 2-3 yrs., eligible P/P

11 level, \$15,000.

### Other Opportunities

Corrections Officers (normally called guards) 400-500/year - A lot since they are building new prisons. (They'll need 100 for a new prison at Sault Ste. Marie alone.)

Pay \$11,000 to start

Credentials: H.S. degree, Male or Female

### Job Description

Stand guard in towers, in quarters of "residents," open and close gates, etc. Choice Job: opening/closing front gate (clean work, lots of free time).

Mobility Experience as a guard can't hurt you in becoming a probation/parole officer.

Practicums Enthusiastic on practicums. We should contact him directly on this. The hours/schedule are open. The College can take the initiative here. They have, at present, about 8-10 students in practicums/year but could handle a lot more. This would involve working with an experienced probation/parole officer.

Pay None, usually. There are possibilities, however:

- a. the student might be hired as a regular employee;
- b. student assistants get paid for 20-25 hrs/wk.

## GENERAL MOTORS

Practicum possibilities are remote at GM--most likely in areas where GM needs temporary personnel for unusual (seasonal) tasks, especially survey (interview) research, summer workshop activities in interpersonal relationships.

Alma needs to have a publication that shows what students have done on practicums in the past (job titles, specific duties, skills involved)? --to give GM a better idea of where Alma interns might be used--the feeling we got was that GM might use this as a statement of "resources available" that it might tap as the need might arise.

Students need:

1. Behavioral science background for students interested in work organization consulting. Preferred graduate programs: Pepperdine, Howard (Houston, Tex.)
2. Emphasis on communication skills, especially ability to write crisply, concisely; emphasis on problem-solving orientation, active listening.

opportunities for students. Table 10 presents the ideas that were developed by representatives of the various division. These ideas may be used as guidelines in arranging activities in cooperation with the Career Preparation Program staff.

In addition to the content area of the workshop, several unscheduled deliberations occurred such as open discussion of the liberal arts and what it means, an evaluation of administrative and faculty communication and decision-making style, and an assessment of what types of ongoing activities are necessary for faculty and student development. It became very apparent that the workshop format is an effective means to allow rational evaluation and exploration of new topics and ideas.

A simple evaluation tool was designed to assess whether the objectives of the workshop were accomplished. The objectives of the workshop were listed and a rating scale of 1 to 5 applied to the objectives. Faculty members were then asked to rate each objective. The results of this evaluation are described in Table 11. An inspection of this table reveals that faculty members felt the goals of familiarization with materials and procedures were accomplished. Faculty members also felt that they had improved skills in awareness of career opportunities for students, use of career information resources, and in advising. The workshop was only partially successful in helping faculty design classroom activities, improving communication skills, and in developing divisional level career development programs.

As one of the final activities of the workshop, the participants were asked to indicate a commitment to implement some of the ideas gathered in the workshop during the year. The following are those intentions indicated by the participants.

- I intend to make more off-campus visits to appropriate sites for improved relationships with industry, etc., and additional practicum opportunities.
- In class I intend to make as clear as I can the exact skills (specific and transferable) I want to be acquired from each course. This is to be done the very first day.
- Hopefully, I'll be able--of course I'll try--to provide students with techniques that will enable them to make better decisions about their concerns. The tools and skills acquired in the workshop should make this portion of the job easier.

# IDEAS FOR PROGRAMS AS SUGGESTED BY MEMBERS OF THE THREE DIVISIONS AT THE CPC WORKSHOP

AUGUST 22-26, 1977

| NATURAL SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SOCIAL SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | HUMANITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Career Conventions<br/>                     Bioethics Program<br/>                     Biorhythm<br/>                     Biology-Chemical interface involved in chemical product safety<br/>                     Industrial hygiene<br/>                     Psychological side effects from drugs<br/>                     Seminar lecture series, invited industrial participants<br/>                     Regular Divisional seminars<br/>                     Faculty-student dialogues based on Time Science reports (general discussion followed by seminar)<br/>                     Medicine and physical fitness<br/>                     Health and Industry<br/>                     Consumer protection<br/>                     Environmental Protection Agency program<br/>                     Renewable energy sources<br/>                     Toxicology problems<br/>                     Alternate symposium on safety<br/>                     Incorporate oral and written communication in individual courses<br/>                     Films<br/>                     Work Fair - Industrial exhibits<br/>                     Writing conference (2-day) involving someone from outside to increase awareness and include faculty follow up with writing experience<br/>                     Substitute writing experience for a laboratory session (3 hrs.) workshop on writing to actually improve writing by trying. Tie to each class--bring in prepared sample then improve it.<br/>                     Friday panel discussion on <math>\text{Br}_2\text{ClC}_3\text{H}_5</math><br/>                     Upjohn Film (45 min)<br/>                     St. Olaf's Conference at Alma<br/>                     Film Series<br/>                     Computer focused problems<br/>                     Director of Human Resources and Director of Personnel with mock interviews<br/>                     Industrial Hygiene Workshop design experiments<br/>                     3 "Big" Symposia for the year:<br/>                         Genetics<br/>                         Computers<br/>                         Industrial Environment<br/>                     Consensus: draw as many people in as possible to influence students</p> | <p>Students' retreat; faculty retreat<br/>                     Design a P.O.E. in Human Resources<br/>                     Symposium on campus with selected participants from professions.<br/>                     Multi-media presentation of Social Sciences to campus at large<br/>                     P.O.E. re: Manpower Training<br/>                     Leadership in management workshop using non-academic personnel<br/>                     Identify skills that can be particularly well-taught in Social Sciences; make provision for non-social science majors<br/>                     Cross-over faculty within the Division to integrate disciplines<br/>                     Conflict resolution workshop for students and faculty<br/>                     Assertiveness training workshop<br/>                     Active listening workshop<br/>                     Call back unemployed seniors and find out why they are unemployed in their disciplines<br/>                     Approach value issues through use of multi-media<br/>                     Aspects of marketability: What makes a person marketable in a number of organizations?<br/>                     Some kind of Alma College-Alma City Day<br/>                     Examination of the student as a whole person<br/>                     Film festival focusing on social issues, e.g., "Grapes of Wrath".<br/>                     Communication skills - real experience in that area. What are the problems?</p> | <p>Communications Conference<br/>                     Writing workshop - crash conference<br/>                     Media writing conference (Radio-TV)<br/>                     Panel: people from different areas of writing; objective: awareness and inspiration (e.g., ad writers, business writers, etc.)<br/>                     Bring in people from other areas, e.g., social work, lawyers, etc., for writing conference, i.e., non-professional writers. Explore grant possibilities for follow-up.<br/>                     Panel: Non-humanist - Professional writer<br/> <br/> <u>Consensus</u><br/>                     All College Writers Workshop<br/>                     Coordination with Agria's office prior to Homecoming.<br/>                     1. Get into the classes; e.g., meet with English 100;<br/>                     2. Alumni in different disciplines to talk about writing to those disciplines.<br/> <br/>                     Similar conference on verbal skills.</p> |

TABLE 11  
CAREER PREPARATION COORDINATORS  
WORKSHOP EVALUATION

The following are results of the ratings of 30 faculty members who participated in the Career Preparation Coordinators Workshop, August 22-26, 1977, on 13 items derived from the objectives for the Workshop.

1 = not achieved                      3 = partially achieved                      5 = went beyond  
2 = minimally achieved              4 = achieved

| ITEM                                                                             | RATING |
|----------------------------------------------------------------------------------|--------|
| 1. Increased familiarization with career development and career decision making. | 3.9    |
| 2. Introduce to assessment tools used in the Career Preparation Program.         | 3.5    |
| 3. Introduce to contents of Career Preparation Program.                          | 3.9    |
| 4. Experience the nature and activities of student workshops.                    | 3.7    |
| 5. Develop ability to use at least two career information resources.             | 3.9    |
| 6. Introduce to range of career information resources.                           | 4.3    |
| 7. Present opportunity to discuss and react to the program.                      | 4.2    |
| 8. Update progress of Career Preparation Program.                                | 3.7    |
| 9. Improve faculty advising skills.                                              | 3.6    |
| 10. Increase awareness of career opportunities for students.                     | 4.0    |
| 11. Increase knowledge of effective communication practices.                     | 3.2    |
| 12. Faculty will plan one classroom activity.                                    | 3.0    |
| 13. Faculty will plan one divisional activity.                                   | 3.4    |

- I will try like the devil to plan for several speakers in my course to talk about the interface of computers with various disciplines--business, social science, science, medicine, etc.
- I will do some site visits for possible practicums for employment. I'll put increased emphasis on communication skills in class work. I will suggest to the department some career activities--possibly tied in with divisional plans.
- Classroom activity: I'm teaching a class of three senior majors. This week's discussions have inspired an inclusion of more oral and written activities. Perhaps some trips to industry.
- I shall try to learn more about the process of using the tools in the CPP.
- I will try to help out as much as possible this year.
- Plan to increase knowledge and skill in career counseling.
- One to three site visits of state agencies. Maybe some other stuff, we'll see.
- Will actively seek out practicum opportunities and will be available to ACCD whenever/however.
- I plan to make an effort to make my students more aware of what it is they ought to be getting from their college courses; skills other than cramming ability. I also plan to place more emphasis on student communication skills.
- Increased effort to have students write short papers. Mock interviews. Do some exercises in Career Ed with classes.
- Will continue to put my energies into my courses and into a limited number of the activities in the Student Life sector that I feel promote the growth and development of the student.
- To continue to work closely with students in helping them to identify various career opportunities.
- I will try to invite in one consultant before the Thanksgiving vacation.
- Shall continue series of five "placement and market-selling" classes. Also, shall explain Career Preparation Program to staff during a staff meeting.
- Identify skills that should develop in class; organize class into groups for solving problems. Provide opportunities for oral communication. Provide opportunities for written communications by changing laboratory report formats.

The faculty pre-school career preparation coordinator workshops have been extremely helpful in building new skills and creating new opportunities for faculty that directly affect their work with students. The faculty evaluation suggests that there is a place for programs such as these in helping faculty members with their advising and counseling responsibilities.

#### Career Preparation Coordinators

Faculty members who volunteer for the CPP are referred to as Career Preparation Coordinators (CPC's). They already serve as academic advisors and in addition will serve as CPC's for their advisees in the program and students whose advisors are not CPC's. Each CPC would consult on an average with 12 students. During the last nine month school period, 31 of these CPC's had over 350 individual planning sessions with students. An evaluation of these sessions indicates that the program staff needs to be more definitive about the objectives of these more frequent contacts. One objective of these meetings is to go over the student's Personal Profile which was initiated with the first workshop. A copy of the Personal Profile which is used by the student to plan alternatives is available from the program staff.

The CPC's functions may be found in Appendix D. It is expected that in addition they will be aware of economic outlook, entry level skill expectations, assist in finding summer employment, and make practicum site visits and contacts with career professionals. To assist them with gathering information, the program staff prepares a "Career and Education Excerpts" newsletter which is also distributed to other faculty.

During the past year faculty members visited 68 professional work sites, used 39 professional consultants in the classroom, and supervised 89 practicums (see Appendix P). There is a growing evidence of initiative on the part of the faculty in utilizing classroom consultants. A list of sample work site visits is presented in Appendix Q. In May of 1977, a survey was sent to faculty who participated in the program at that time. The survey was designed to assess the impact of the CPP on their activities. The trends observed in May have continued. Twenty-five faculty members returned the survey with the following results:

#### CONTACTS WITH PROFESSIONALS

- 50% have used at least one outside professional as a consultant in the classroom;
- 3 have used as many as 8;
- 5 have used as many as 3.

These consultants spoke to classes on subject matter, gave talks on careers related to the courses, and answered questions about their own occupation.

#### CAREER RELEVANT ACTIVITIES

- 75% of these faculty said they integrated career relevant activities with regular classroom work "a great deal" or "somewhat";
- 50% had made a project or homework assignment related to the students' career interests;
- 68% indicated the career relatedness of academic work during lectures "frequently" or "occasionally".

#### USE OF CAREER AND EDUCATION EXCERPTS

- 75% report reading the newsletter monthly;
- 52% find it "very useful" in keeping them informed;
- 23% find it somewhat useful;
- 60% have based advice to students on it;
- 30% have used information from it in class;
- 20% have made an addition or change in coursework; presentation because of information in it.

#### IMPACT OF CPP ON THE CAMPUS

- 22% mentioned increased student and faculty awareness of career decision-making;
- 16% felt that the CPP had encouraged a more positive attitude about career opportunities among students thereby decreasing their anxiety;
- Several felt that the CPP had encouraged students to be more serious about their studies;
- 33% made no comment.

Through workshops, the use of consultants in the classroom, visits to practicum sites, and current updating on trends, the objectives of the Career Preparation Program for faculty members are being satisfactorily addressed and accomplished at this point.

### Career Consultant Planning Conference

Before introducing the ACC's to current affairs at Alma, they were asked to reminisce and evaluate their education at Alma with the use of several exercises. The exercises and schedule for this workshop are available from the program staff. After a practice exercise on skills assessment, the alumni were asked to complete the Skills Rating Form. A group of 19 graduating business majors completed the form in April of 1977. Although they are no more representative of the entire graduating class than are the ACC's of the alumni, a comparison may be of interest. The form and rating appear in Appendix R.

Each of the four groups was also asked to produce a list of seven skill areas to which their education at Alma had made a significant contribution (strengths). These lists are presented in Table 12 by group. The skills are given in the order in which each group's recorder wrote them on newsprint for presentation to all of the ACC's.

In interpreting Table 12, bear in mind not only the differing number of years since graduation in each group, but also the probable effects of asking for group consensus. The members of each group were from different disciplines and occupations. Asking them to agree on the strengths of their undergraduate education forced a good deal of generalization and some neglect of the specific assets of different majors; for (hypothetical) example, a Spanish major's thorough grounding in the culture of Latin America might be that person's choice as an important strength in his/her education at Alma, but would probably be dropped in favor of more universal strengths in arriving at a group consensus.

For the curriculum analysis, ACC's were given a set of materials from the discipline in which they majored. The materials included textbooks, workbooks, lab books, syllabi, schedules and a description of the department. The ACC's had also received a catalog, a description of the distribution requirements and the practicum program before arriving on campus. Twenty-one faculty members met with one or more ACC's for an hour's discussion after the alumni reviewed the materials. The time allotted for review was not enough and thus this exercise was not as effective as it might have been.

On the second day of the workshop, ACC's took turns interviewing each other using a structured interview. They interviewed each other about the

TABLE 12  
SKILL AREAS DEVELOPED AT ALMA AS RATED BY ACC's

|           | HUMANITIES<br>(Av. of 13½ yrs. since graduation)                                                                                                                                                                                                                                                      | NATURAL SCIENCE<br>(Av. of 9½ yrs. since graduation)                                                                                                                                                                                                          | SOCIAL SCIENCE I<br>(Av. of 7 2/3 yrs. since grad.)                                                                                                                                                                                                                                          | SOCIAL SCIENCE II<br>(Av. of 7 2/3 yrs. since grad.)                                                                                                                                                                                                                                                               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRENGTHS | <ul style="list-style-type: none"> <li>Interpersonal communication</li> <li>Information gathering techniques</li> <li>Essay writing</li> <li>Reading for meaning</li> <li>Employing logical processes</li> <li>Examining and comparing values</li> <li>Motivation</li> <li>Stress handling</li> </ul> | <ul style="list-style-type: none"> <li>Note taking</li> <li>Reading for meaning</li> <li>Employing logical processes</li> <li>Hypothesis generation</li> <li>Lab techniques</li> <li>Experimental design</li> <li>Information gathering techniques</li> </ul> | <ul style="list-style-type: none"> <li>Self motivation</li> <li>Library research</li> <li>Information gathering</li> <li>Reading for meaning</li> <li>Group communication</li> <li>Note taking</li> <li>Report and essay writing</li> <li>Task organization and activity planning</li> </ul> | <ul style="list-style-type: none"> <li>Information gathering</li> <li>Report writing</li> <li>Communication in groups</li> <li>Summarizing information</li> <li>Library research</li> <li>Examining and comparing values</li> <li>Scheduling</li> <li>Defining problems</li> <li>Formulating objectives</li> </ul> |

Major tasks of their jobs, the activities necessary to complete these tasks, the skills and knowledge required, changes that are likely to occur in their field, and the qualifications necessary for success. A summary list of job titles and associated success qualifications appear in Appendix S. When the interviews were completed, each of the four groups was asked to develop a list of 10 general qualifications for success. These appear in Table 13. A summary of the alumni recommendations has been made by the program staff and appears in Table 14.

The alumni participated in several other exercises designed to make specific recommendations to various departments for program improvement. As these recommendations are specifically directed to Alma's programs, they are not included here.

At the end of the conference ACC's were asked to complete a Career Preparation Program Evaluation form. Their comments on this form were predominately positive. The ACC's see the CPP as compatible with the liberal arts, as long as it continues to avoid becoming "vocationally oriented." They feel that it offers important assistance to current students and generally wish that a similar program had been available during their undergraduate years. They saw continued motivation of students as the major potential problem. ACC's suggested that more help be given to faculty who are involved. They saw facilitating faculty contact with other professionals as a valuable means of assistance. Other suggestions included using alumni in the classroom, arranging faculty practicums, or other faculty contact with professionals in their field.

TABLE 14

## A POSSIBLE CATEGORIZATION OF SUCCESS QUALIFICATIONS SUGGESTED BY ALUMNI

| INTRAPERSONAL                                                                                                                                                                                                  | INTERPERSONAL                                                                                                                                                                                   | "MANAGEMENT"*                                                                                                                                                                    | KNOWLEDGE                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-marketing<br>Self-discipline<br>Self-motivation<br>Self-confidence<br>Flexibility<br>Adaptability<br>Motivation<br>Self-knowledge<br>Creative thinking<br>Handling stress and pressure<br>Self-management | Ability to persuade<br>Dealing with people<br>Personal relations<br>Interpersonal relations<br>Communicate effectively<br>Tact and diplomacy<br>Communication skills<br>Interviewing techniques | Organization<br>Evaluation<br>Resourceful subversiveness<br>Organizational skills<br>Defining problems<br>Implementation<br>Assessment needs<br>Long and short term goal setting | Sound technical background<br>Knowledge of techniques<br>Knowledge of governmental laws and regulations<br>General and technical knowledge<br>Knowledge of job description actuality |
| Number per Category 13                                                                                                                                                                                         | 11                                                                                                                                                                                              | 9                                                                                                                                                                                | 5                                                                                                                                                                                    |

\*This category includes those qualifications which appear to include aspects of other categories in a more complex activity. "Organization", for example, could mean organization of one's own time, of a set of data, of a group of people, or of all three, in order to accomplish a task.

### Practicum Program

In recognition of the important role that practical experience plays in the development of career possibilities, the Alma College faculty and staff have directed their efforts toward designing a quality practicum program that will increase student and faculty participation.

During the latter part of the summer of 1976 the practicum program was evaluated and new procedures and forms were developed. On September 13, 1976 the practicum coordinator submitted to the Educational Policy Committee a number of recommendations for consideration and acceptance. Initial faculty reaction to such reforms was accurately anticipated. Resistance to change and standardization and perceived encroachment on academic territoriality characterized discussion. Yet for the most part, the Committee's response to the apparent interest in improved quality was very favorable with minor complications in wordage and form to be reconciled. As a result, a task force on practicums was created composed of two faculty, one student, and two administrators, and charged with the responsibility of reaching accord on the areas of disagreement and presenting a final package for approval. After five sessions an acceptable program--one which represents a conscious effort at establishing a sound program within the philosophy and framework of the liberal arts--was formulated and was submitted to the full Committee and faculty for approval in early January, 1977. After referral back to the Committee with recommendations, the new objectives and procedures received full faculty approval. The practicum objectives and procedures are included in Appendix T.

It is difficult to compare the effect of the new program with previous practicums as no pertinent data was collected on previous practicums and no standard evaluation form was used. An attempt to survey previous practicum students about their practicums failed because of the low rate of return. Students under the new program were to be measured by two instruments pre and post practicum; a self-report instrument, the Practicum Questionnaire, and the Assessment of Career Decision-Making (ACDM). The ACDM was not available for students planning winter and spring practicums and thus was not administered.

The self-report instrument is based upon an instrument used by Judith Katz in her evaluation of the Swarthmore Extern Program. Students taking a practicum in Fall, 1976, and Winter, Spring, and

Summer of 1977 were asked to complete an evaluation form before and after their practicum. In the future, this will be required by the practicum coordinator, but for this initial time period, 24 "sets" of pre- and post- expectations of practicums questionnaires were collected. Fifteen additional post- questionnaires were also collected even though no pre-practicum data was available.

According to their responses on the pre- questionnaire, students taking practicums seem to expect the practicums to clarify their career plans. They want to see how strong their interest is in a career, to meet people in their planned career, and to have the practicum confirm their career plans. Their next highest expectation of a practicum is that it provide a "hands-on" learning experience where they can apply knowledge gained at Alma. See Table 15.

Practicum students did not appear to expect their practicums to give them knowledge about an alternative career or to help them make educational decisions. They did not think it a particularly important function of the practicum to help them decide whether further education was necessary or if their major was good preparation, nor were they very interested in determining how to combine a career with a preferred life style through the practicum

Overall, the practicums were rated as having fulfilled the expectations of the practicum students. Their hope that the practicum would show them the strength of their career interests rated as more than "fulfilled" as was their desire to meet people in their career field and to have their career choice confirmed. Practicum students also indicated that their expectations of gaining first hand experience in an occupation was "fulfilled" or better. Students also felt they were able to learn what preparation a career required, and to determine the adequacy of their major preparation.

As is generally the case with high expectations, reality did not completely fulfill those of the practicum students. They had felt that applying knowledge gained at Alma in a work situation would be an important aspect of a practicum. Although they rated this component just below the "fulfilled" level, given the probably positive response bias of students completing the survey it bears examination. If students truly do not feel they are able to apply knowledge gained in course work to their practicum

TABLE 15  
REASONS FOR PARTICIPATING IN A PRACTICUM

| <u>Pre</u>                                                       |                                                                                                                               | <u>Post</u>             |                  |              |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------|--------------|
| 1 = Very important                                               |                                                                                                                               | 1 = Totally fulfilled   |                  |              |
| 2 = Important                                                    |                                                                                                                               | 2 = Fulfilled           |                  |              |
| 3 = Neither                                                      |                                                                                                                               | 3 = Neither             |                  |              |
| 4 = Unimportant                                                  |                                                                                                                               | 4 = Unfulfilled         |                  |              |
| 5 = Very unimportant                                             |                                                                                                                               | 5 = Totally unfulfilled |                  |              |
| (Reasons are presented as they appear on the Post Questionnaire) |                                                                                                                               | Pre<br>n=24             | Pre with<br>Post | Post<br>n=39 |
| 1.                                                               | I had a chance to apply some of the knowledge I have gained in my course work.                                                | 1.71                    | 2.27             | 2.15         |
| 2.                                                               | I was able to see how strong my interests are in a particular career.                                                         | 1.38                    | 1.61             | 1.72         |
| 3.                                                               | It helped me to decide that further education is necessary.                                                                   | 2.63                    | 2.39             | 2.28         |
| 4.                                                               | I was able to gain knowledge about an alternative career I am considering.                                                    | 3.25                    | 3.22             | 2.64         |
| 5.                                                               | I met people doing what I hope to do.                                                                                         | 1.50                    | 1.94             | 2.15         |
| 6.                                                               | Pre. It will allow me to test myself in a field prior to making a commitment to prepare for or enter it.                      | 1.71                    | -                | -            |
| 7.                                                               | I was able to see if my major will be the best one to prepare me for this career.                                             | 2.58                    | 1.93             | 1.95         |
| 8.                                                               | I was able to gain first hand experience in an occupation which is difficult to gain without required training and experience | 1.79                    | 1.78             | 1.67         |
| 9.                                                               | I was able to learn what kind of preparation is best for this type of work.                                                   | 1.83                    | 1.72             | 2.15         |
| 10.                                                              | It gave me some practical learning experience outside Alma.                                                                   | 1.63                    | 1.94             | 1.59         |
| 11.                                                              | It has helped me confirm my career choice.                                                                                    | 1.88                    | 2.00             | 2.05         |
| 12.                                                              | It has led to a summer job.                                                                                                   | 2.41                    | 2.72             | 3.16         |
| 13.                                                              | I was able to see how I can combine a career with a particular life style (e.g., single, married, children, etc.)             | 2.58                    | 2.89             | 2.68         |
| 14.                                                              | It gave me a taste of the work day.                                                                                           | 2.46                    | 2.11             | 2.44         |
| 15.                                                              | It helped me to clarify my career options.                                                                                    | 2.04                    | 2.61             | 2.36         |

efforts, it would suggest that greater attention be paid to matching academic preparation with practicum duties. In many cases, because practicums last only a few weeks and students cannot be given high responsibilities, students will only be able to observe others applying knowledge gained in courses to work situations. Where this is the case, students can be made aware and instructed in how to look for connection between academic subject and work.

The students' relationships to the practicum supervisors seemed to hold some surprises for students. They did not expect their supervisors to become friends and references as much as they felt they had after the practicum. Their expectations that supervisors would be advisors, career resource persons, employers, and role models were evidently realized. See Table 16.

The students completing both the Practicum Questionnaire and the Summer '77 Survey indicate a very positive evaluation of the practicum experience, giving mean ratings of "very successful" and "outstanding" respectively on these instruments. The following student comments in answer to the question "What did the practicum experience mean to you?" point to some of the reasons students are so positive:

- It widened my job horizons. . .
- It was an excellent opportunity for me to experience the field which may someday be my career.
- It's something you can't learn out of a book.
- This experience and knowledge could not have been obtained in any other way.
- It gave me a chance to find out how well Alma had prepared me, and to find out what more I need to know.
- It was a growing experience for me in both personal and professional areas.
- It was a totally positive thing for me and I mean this sincerely.
- It really fired me up for my career choice (dentistry).

A review of Table 17 will indicate that the practicum program option exercised by students increased 54% during the last year. It can be seen that both the number and diversity of the practicums have increased.

TABLE 16

RATINGS OF PRACTICUM SUPERVISORS  
AND OVERALL RATING OF PRACTICUMS

| Pre: Designate your expectation that your practicum supervisor will assume each of these roles.   |      |               |      |
|---------------------------------------------------------------------------------------------------|------|---------------|------|
| Post: Degree to which practicum supervisor has become the following:                              |      |               |      |
|                                                                                                   | Pre  | Post with Pre | Post |
| 1. A friend                                                                                       | 2.13 | 1.63          | 1.92 |
| 2. An advisor                                                                                     | 1.48 | 1.50          | 1.70 |
| 3. An employer                                                                                    | 2.48 | 2.50          | 2.89 |
| 4. A career resource person                                                                       | 1.57 | 1.63          | 1.76 |
| 5. A role model--someone doing what you hope to do                                                | 2.04 | 2.06          | 2.41 |
| 6. A future job or graduate school reference                                                      | 1.65 | 1.44          | 1.41 |
| 1 = very definitely<br>2 = definitely<br>3 = neutral<br>4 = not really<br>5 = very definitely not |      |               |      |
| 7. In general, would you say that your practicum experience was:                                  |      | 1.06          | 1.13 |
| 1 = very successful<br>2 = successful<br>3 = neither<br>4 = unsuccessful<br>5 = very unsuccessful |      |               |      |

TABLE 17  
SUMMARY OF PRACTICUM GROWTH 1975-1977

| Year | Number<br>Outside<br>Mich. | Percent<br>within<br>30 mi. | Total<br>Number | No. of<br>Faculty<br>Sponsors | No. of<br>Depts.<br>Involved | Departments                                                                                                                                                          |
|------|----------------------------|-----------------------------|-----------------|-------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1975 | 2                          | 70                          | 36              | 14                            | 10                           | Biology, Education, History,<br>Pol.Sci., Religion, Bus.Admin.,<br>English, Physics, Psychology,<br>Sociology                                                        |
| 1976 | 2                          | 59                          | 56              | 17                            | 11                           | *Math,*Speech, Biology, Education,<br>Pol.Sci., Sociology, *Economics,<br>*Theatre, Bus.Admin., English,<br>Religion                                                 |
| 1977 | 5                          | 52                          | 89              | 29                            | 16                           | *Music, Biology, Pol.Sci.,Theatre,<br>*Art, Bus.Admin., Psychology,<br>Speech,*Chemistry, Education,<br>*Phys.Ed., English, Religion,<br>*French, Histroy, Sociology |

\*First time Department involved in practicum.

Other basic findings for the grant year are:

- The number of faculty members sponsoring practicums has increased 71% over the previous year.
- The number of departments involved in practicums has increased 45% over the previous year.
- Most important, five departments were involved in a practicum for the first time: Music, Art, Chemistry, Physical Education and French. In fact, all but five of the 21 departments in the College offered a practicum during the year of the grant.
- Philosophy and Spanish are the only departments on campus which have not yet been involved in a practicum.
- In addition to being more numerous, the practicums during 1976-77 appear to have been more diverse in setting and activities than in previous years. For example, while practicums at government agencies were confined to Gratiot County and the cities of Alma and Saginaw in 1975, in 1977 there were practicums with a Congressman in Washington, D.C., the St. Clair County Treasurer, the Michigan State Police Crime Laboratory, and the actuary for the State Retirement System of Michigan. A similar diversification occurred in practicums with private businesses. In 1975 there were four practicums with private businesses, seven in 1976, and 14 in 1977 including such first-time practicums as: doing chemical research at the Ford Motor Company Engineering and Research Complex, working with computer service and implementation for Diversified Systems, Inc., industrial psychology at Human Synergistics in Plymouth, Michigan, and restaurant management. In 1977 there were also social service practicums in new fields such as rehabilitation counseling, music therapy, and probate court work. Art practicums have undergone the most marked advance with six practicums in 1977 from a department with no previous practicums. Several art students had practicums with the Henry Ford Museum in Dearborn. The museum had never before accepted undergraduate interns but has now indicated it will continue to accept interested Alma College students.

In addition to the above observations, Appendix R portrays the objectives and outcomes for the practicum component for 1976-77. Appendix U describes the practicums and their locations for the past year.

### Problems

Three major areas of concern have been noted. The first problem area involves the faculty members' apparent difficulty to schedule site visitations during time periods when classes are in session. Most site visits have been made during holiday breaks, spring term, and summer. The concept of site visits is acceptable, but conditions must be such that visits do not detract from the "job of teaching." To decrease this uneasiness, the staff has been encouraging the use of consultants in the classroom. Perhaps as new relationships grow with practicing professionals, new approaches to content teaching might develop that would allow faculty time to make site visitations. Encouraging faculty members to make site visitations with students might also lessen their hesitancy. It is expected that mobility in regard to site visitations will remain a concern. Staff will continue to monitor program in this area.

The second problem area involves the time available to students to participate in-depth in career education activities. There is evidence of increased attention to career awareness and career related activities in the classroom. While decision-making, career awareness, and skill identification may increase in the classroom, there still is time needed for student to develop self-assessment skills related to career decisions, skills in using career resource materials, skill in communications and interviewing, and time to arrange practicums and related work experience. Alma College has a very demanding academic climate where there is heavy emphasis on reading, problem solving, research, and thoroughness. This has presented some difficulty with attendance at workshops. To cope with this a wide variety of times for workshops have been arranged to give students maximum flexibility in time scheduling.

The final area of concern is in staff resources. The program is very comprehensive and in addition the staff is responsible for placement and the academic support service of the campus. This is an ideal arrangement of services, but it is apparent that the resources of one additional staff person would reduce the significant demands currently being placed on the staff. The current staff includes a part-time director, coordinator of practicums, coordinator of research and counselor, coordinator of testing and counselor, and secretarial support staff.

### Dissemination Activities

The Alma College Career Preparation Program has received a great deal of regional and national attention. Currently, 155 institutions of higher education, individual persons, and some secondary schools are on our mailing list. More than 50 additional inquiries have been received and answered. Representatives of eight post-secondary schools have visited the campus, numerous presentations have been made to parent and high school counselor groups, and the authors of three books have asked to reference the program. The program is currently referenced in NEXUS and ERIC. The practicum program and related activities have thus received wide dissemination.

A presentation in conjunction with another O.E. funded project, the LaGuardia Community College, was made at the national American Personnel and Guidance Association meeting in March of 1977 and another presentation was made to the Michigan Personnel and Guidance Association. The practicum coordinator has compiled a practicum handbook for faculty which includes all aspects of the program, including procedures for establishing and evaluating practicum. The publication serves as an excellent means of detailing and advertising a unique approach to practicums within the liberal arts setting and serves as a guideline for others. The handbook is available from the program staff.

During the past year, the program has received a great deal of radio and T.V. time. A half-hour program was prepared by each of two television stations and has been aired twice on each channel. The viewing audience has been over 200,000. In addition, the director has appeared on two metropolitan radio talk shows, appeared on a Detroit Sunday evening television news program, and a regional morning television talk show. A newsletter has been initiated and mailed to all on the current mailing list. Persons who have requested information have received copies of the first annual report to the Kellogg Foundation, a brochure developed at the time the Kellogg Foundation initiated funding, and a brief description of the program included in Attachment A. Specific questions directed by inquiries have been answered by the staff. Copies of the annual report will be distributed to persons on the mailing list and other interested parties.

APPENDICES

# APPENDIX A

## SCHEDULE OF ACTIVITIES

The specific activities of the Career Preparation Program are designed to be compatible with the student's readiness to proceed with a greater degree of specificity in obtaining employment or professional school placement. The following schedule lists the activities by college class:

| <u>FRESHMAN YEAR</u>                                                    | <u>Pilot I</u> | <u>Pilot II</u> | <u>Regular</u> | <u>JUNIOR YEAR</u>                                                  | <u>Pilot I</u> | <u>Pilot II</u> | <u>Regular</u> |
|-------------------------------------------------------------------------|----------------|-----------------|----------------|---------------------------------------------------------------------|----------------|-----------------|----------------|
| Career orientation                                                      | Jan 76         | Jan 77          | Sep 76         | Continue preparation and evaluation of CPP                          |                |                 |                |
| Administer interest inventories                                         | Jan 76         | Jan 77          | Sep 76         | Letter writing program                                              | Jan 77         | Oct 77          | Sep 78         |
| Introduction and assignment of Career Preparation Coordinator's (CPC's) | Jan 76         | Jan 77          | Sep 76         | CPC's and students meet to assess progress and plan courses         | Mar 77         | Nov 77          | Nov 78         |
| Begin preparation of Career Preparation Plans (CPP)                     | Feb 76         | Jan 77          | Sep 76         | Advise and counsel re: qualifying test, i.e. LSAT, GRE, etc         | Feb 77         | Jan 78          | Jan 79         |
| Career Exploration Workshop I                                           | Feb 76         | Jan 77          | Oct 76         | Practicums arranged as appropriate                                  | Oct 76         | Oct 77          | Oct 78         |
| CPC's and students meet to review results of interest inventories       | Mar 76         | Feb 77          | Oct 76         | CPC's and students meet to evaluate progress and plan for next year | Feb 77         | Feb 78          | Mar 79         |
| Occupational Information Workshop                                       | Mar 76         | Feb 77          | Nov 76         | Interview Workshop                                                  | Apr 77         | Apr 78          | Apr 79         |
| CPC's and students meet to plan courses and review CPP                  | Apr 76         | Mar 77          | Nov 76         | Four Career Convention programs                                     | Sep 77         | Feb 77          | Feb 79         |
| Four Career Convention programs                                         |                |                 | Mar 77         |                                                                     |                |                 |                |
| <u>SOPHOMORE YEAR</u>                                                   |                |                 |                | <u>SENIOR YEAR</u>                                                  |                |                 |                |
| Career Exploration Workshop II                                          | Oct 76         | Oct 77          | Sep 77         | Senior pre-term                                                     | Aug 77         | Aug 78          | Aug 79         |
| Presentations by students who had practicum                             | Oct 76         | Feb 77          | Oct 77         | Begin placement activities program                                  | Aug 77         | Aug 78          | Aug 79         |
| Practicum planning workshop                                             | Jan 77         | Feb 77          | Oct 77         | Resume preparation Workshop                                         | Aug 77         | Aug 78          | Aug 79         |
| Meet with CPC's for career/course planning                              | Dec 76         | Mar 77          | Nov 77         | Job search techniques workshop                                      | Aug 77         | Aug 78          | Aug 79         |
| Communication Skills Workshop I                                         | Sep 76         | Mar 77          | Oct 77         | CPC's and students meet to discuss plans for year                   | Sep 77         | Sep 78          | Sep 79         |
| Career site visits (if appropriate)                                     | Jan 77         | Feb 77          | Nov 77         | Employment and professional school application                      | Oct 77         | Oct 78          | Oct 79         |
| Practicums planned and arranged                                         | Feb 77         | Mar 77          | Oct 77         | Campus interviews and interview trips                               | Oct 77         | Oct 78          | Oct 79         |
| Communication Skills Workshop II                                        | Nov 76         | Sep 77          | Jan 78         | CPC's and students meet to assess post graduation plans             | Mar 78         | Apr 79          | Apr 80         |
| CPC's and students review spring term                                   | Mar 77         | Mar 77          | Mar 78         | Senior program evaluation                                           | Apr 78         | Apr 79          | Apr 80         |
| Four Career Convention programs                                         |                |                 |                | Four Career Convention programs                                     |                |                 |                |

# APPENDIX B

## SCHEDULES OF PARTICIPATION: ALMA COLLEGE CAREER PREPARATION PROGRAM

| Year    | <u>Participation by Classes</u>       |                           |                |                | <u>Numerical Estimates</u> |                                                                      |
|---------|---------------------------------------|---------------------------|----------------|----------------|----------------------------|----------------------------------------------------------------------|
|         | Freshmen                              | Sophomores                | Juniors        | Seniors        | Practicum Placements       | Total Participants                                                   |
| 1975-6  | none                                  | Pilot Group I             |                | none           | 60                         | 50 (Pilot I)<br>(52 actual)                                          |
| 1976-7  | Program Orientation<br>(entire class) | Pilot Group II            | Pilot Group I  |                | 100                        | 350 (Freshmen)<br>(267 actual)<br>140 (Pilot I & II)<br>(132 actual) |
| 1977-8  | Program Orientation<br>(entire class) | voluntary<br>continuation | Pilot Group II |                | 115                        | 350 (Freshmen)<br>200 (Sophomores)<br>110 (Pilot I & II)             |
| 1978-9  | Program Orientation<br>(entire class) | voluntary continuation    |                | Pilot Group II | 125                        | 350 (Freshmen)<br>350 (Soph. & Juniors)<br>60 (Pilot II)             |
| 1979-80 | Program Orientation<br>(entire class) | voluntary continuation    |                |                | 135                        | 350 (Freshmen)<br>480 (Upperclassmen)                                |

56

## APPENDIX C

### CPC OBJECTIVES

The goal for each CPC should be to assist and guide each student to obtain a broad education which should include but not be limited to:

- a. the art of communication;
- b. the fundamental principle of science;
- c. the history, habits, and philosophy of man;
- d. the organization of human society;
- e. the skill of decision-making (differentiation, analysis, synthesis),

while selecting and progressing in areas of concentration that offer opportunities for the development of intellectual discipline, critical thinking, and skills needed within our society.

Specific tasks might be to assist students:

1. learn how to set goals, organize, and plan;
2. identify personal values and relate them to strengths, interests and needs;
3. to see a career as an extension of self and career development as a continuing process of implementing self;
4. develop a wide knowledge of sources of occupational information;
5. arrive at several possible occupational choices for which to prepare;
6. set long and short term goals with varying degrees of uncertainty;
7. plan courses, personal reading, summer work, etc., to maximize achievement of stated goals;
8. in contacting practicing career professionals and alert them to professional literature;
9. develop research activities, independent study projects or practicum that relate to occupational alternatives;
10. prepare for entry into the world of work or admission to professional or graduate school;
11. develop independence and self sufficiency.

## APPENDIX D

### CAREER PREPARATION COORDINATOR FUNCTIONS

1. Advise and counsel students in the Career Preparation Program.
2. Interpret entry profiles and interest inventories to students.
3. Assist students with career planning through encouraging continual evaluation of plans.
4. Guide and check progress of student in completing Career Preparation Plan.
5. Assist students in planning courses of study, including assistance in developing independent study ideas.
6. Assist students with developing ideas for practicums.
7. Encourage faculty colleagues to participate in visits to practicum sites to consult with practicum supervisors.
8. Serve as a resource person for other faculty members who have questions about entrance information, sources of occupational information, and practicums.
9. Encourage and evaluate advisee participation in structured activities of the Career Preparation Program.
10. Suggest ideas for and participate in Career Days and Alumnus of the Month programs.
11. Assist faculty colleagues in planning for the utilization of practicing career professionals on campus.
12. Assist the Director of the Career Preparation Program in planning the content and focus of faculty workshops.
13. Assist the Practicum Coordinator by offering suggestions for possible sources of practicum opportunities.
14. Become the student's academic advisor if requested by the student with whom you are working.
15. Meet periodically as a group to discuss and evaluate effect and direction of program.

## APPENDIX E

### BRIEF EXPLANATION OF CPP WORKSHOPS

#### CAREER EXPLORATION WORKSHOP I

Prerequisites: None  
Recommended for: All Students

This workshop will help students realize the importance of active, self-determined career decision-making and recognize the blocks to such decision making. Students will be able to analyze their experiences, skills, needs and interests and values and learn to relate them in general terms to occupational choices. Participants will also begin to analyze occupations based upon skills, needs, values, interests and skills.

#### OCCUPATIONAL INFORMATION WORKSHOP

Prerequisites: Career Exploration Workshop I  
Recommended for: All Students

This workshop is designed to help participants become familiar with the sources of general and specific occupational information so that they can obtain the information necessary in arriving at occupational choices. The Occupational Outlook Handbook, Dictionary of Occupational Titles, College Placement Council Annual, annual reports of employers, federal materials, and the Michigan Occupational Information System are utilized during the workshop.

#### CAREER EXPLORATION WORKSHOP II (CEWII)

Prerequisites: Career Exploration Workshop I (CEWI)  
Occupational Information Workshop (OIW)  
Recommended for: Freshmen, currently enrolled and transfer students beyond the freshman year.

This Workshop will assist students in clarifying values and balancing play and work, assign priorities to work satisfactions, review career alternatives, analyze career decisions and establish career planning goals in an in-depth look at what affects your decisions, including male and female sex role stereotyping.

## APPENDIX E, continued

### COMMUNICATION SKILLS WORKSHOP I (CSWI)

Prerequisites: Occupational Information Workshop (OIW).  
Recommended for: Sophomores, juniors and seniors

In preparation for employment and other interviews, this workshop is designed to demonstrate the critical factors in two communication. Factors such as clarification, non verbal communication, feedback, and listening will be discussed and practiced. The typical interview situation will be introduced and students will be provided opportunities to talk about themselves permitting them practice in relating skills to a job. Handling questions and taking initiative will also be practiced. In preparation for working in groups, group roles, communication, and leadership styles are also examined and practiced. The skills learned in the workshop will be of benefit to students in class, residence halls, social and work groups, as well as prepare them for interviews.

### PRACTICUM PLANNING WORKSHOP

Prerequisites: Occupational Information Workshops  
Recommended for: All Students

An off-campus learning experience (practicum) for credit is one way to develop work skills and apply the content and theory of your class work. All students are eligible for up to 8 hours of practicum credit. This workshop will help you learn how to plan a practicum. It will help you find potential practicum sites that are related to your interests and skills. Previous practicums will be discussed and information and procedures will be reviewed about how to arrange and register for an off-campus experience.

### LETTER WRITING WORKSHOP

Prerequisite: Career Exploration Workshop II  
Recommended for: Juniors and Seniors

Assisting students in obtaining additional information about chosen career fields and identifying potential placement opportunities are just two of the purposes of this workshop. Writing a general exploratory letter and knowing to whom to write are keys to effective efforts. This workshop will provide you with an opportunity to explore careers through a market survey of possible employees. You will select three occupational titles that appear to be desirable alternatives for you and initiate and evaluate a letter campaign to further explore those possibilities.

## APPENDIX E, continued

### COMMUNICATION SKILLS WORKSHOP II (CSWII)

Prerequisite: Communication Skills Workshop I (CSWI)  
Recommended for: Sophomores, Juniors, and Seniors

Communicating effectively in oral and written language is critical in all situations. It is particularly critical in obtaining initial employment or professional and graduate school admissions. Knowledge of one's area, leadership skills and effective communication are those characteristics associated with advancement and leadership in all fields. This workshop gives students an opportunity to evaluate their written communication in a topic of personal interest. It also gives students an opportunity to evaluate themselves in unplanned and planned oral presentations. Video tape procedures are used to help in this evaluation.

Skills to evaluate:

| <u>Written</u>          | <u>Oral</u>      |
|-------------------------|------------------|
| Developing a focal idea | Articulation     |
| Organization            | Voice projection |
| Use of examples         | Pitch and volume |
| Organization of data    | Organization     |
| Sentence structure      | Body response    |
| Vocabulary              | Use of examples  |
| Spelling                | Use of media     |
| Punctuation             |                  |
| Clarity                 |                  |

### INTERVIEW PRACTICE WORKSHOP

Prerequisite: Communication Skills I  
Recommended for: Sophomores, Juniors and Seniors

The typical interview situation will be described and reviewed. Keys to successful interviewing will be discussed and sample interview tapes will be viewed. Students will practice basic interview techniques using actual employer materials and information from their personal profiles. Video tape procedures will be used by students to improve their interview skills.

### GRADUATE AND PROFESSIONAL SCHOOL PLANNING SESSION

Prerequisite: None  
Recommended for: Juniors

Getting an early start on the application process may be critical in admissions to graduate and professional schools. Deadlines are important! Learning early about required tests will prevent panic later. In this workshop, important for juniors, students will be assisted in locating graduate and professional schools. They will learn about the nature of various tests and when to take them, determine how to locate information on various schools, and receive suggestions on how to get the process started. Financial aid opportunities will be discussed and brief practice sessions on various tests will be held.

## APPENDIX F

### CAREER PREPARATION COORDINATOR WORKSHOP

August 23-27, 1976

KIRK CONFERENCE CENTER

Alma College

#### MONDAY, AUGUST 23

8:30 a.m. Coffee -- Video tape and slides  
9:00 a.m. Pre-Workshop Evaluation  
Update of program  
Brief introduction to career planning  
Begin review of CPC handbook (career theory)

10:15 a.m. Continue review of CPC handbook (role of CPC)  
Focus on resources (organization of work)

12:00 Lunch - Heather Room

1:00 p.m. Take BIAS  
Continue review of CPC handbook (CEW I plus activities)

2:30 p.m. Break

2:34 p.m. Continue review of CPC handbook  
(CEW I plus activities)  
(Student personal profile)  
Additional resources (ACT, Strong)  
Guidelines for first session  
Demonstration

#### TUESDAY, AUGUST 24

8:30 a.m. Coffee -- Video tape and slides  
9:00 a.m. What's the job market like for undergraduates today?  
What's happening in our work force?  
How can students maximize their opportunities to  
insure employment?  
GUEST: Mr. Robert Eaton, Haldane Associates

10:15 a.m. Break

10:30 a.m. Reaction/ideas from CPC's  
Comment by Mr. Eaton

12:00 Lunch - Faculty Dining Room

1:00 p.m. The source and utilization of occupational resources  
OIW I, plus activities

2:30 p.m. Break

2:45 p.m. Continue source and utilization of occupational resources

6:00 p.m. Dinner - Heather Room

7:15 p.m. Decision-making strategies (CEW II)  
Brief review of upcoming student activities

9:00 p.m. Break - video tapes available for viewing

APPENDIX F, continued

WEDNESDAY, AUGUST 25

|            |                                                                                                                                                                    |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 a.m.  | Coffee -- video tape and slides                                                                                                                                    |
| 9:00 a.m.  | The elements of the practicum program<br>Objectives of the practicum program                                                                                       |
| 9:30 a.m.  | What you need to know about an organization or business.<br>How to get started -- who to contact.<br><br>GUEST: Mr. Charles Kleber,<br>Charles Kleber & Associates |
| 10:15 a.m. | Break                                                                                                                                                              |
| 10:30 a.m. | Where do contacts exist<br>Designing a practicum<br>Consultant questions and answers                                                                               |
| 12:00      | Lunch - Faculty Dining Room                                                                                                                                        |
| 1:00 p.m.  | Techniques of practicum arrangements and evaluation                                                                                                                |
| 2:15 p.m.  | Break                                                                                                                                                              |
| 2:30 p.m.  | Future goals                                                                                                                                                       |
| 4:30 p.m.  | Post evaluation                                                                                                                                                    |

# SCHEDULE OF WORKSHOP

| MONDAY                                                                                                                                                           | TUESDAY                                                                                                                                          | WEDNESDAY                                                                                                           | THURSDAY                                                                             | FRIDAY                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| August 22, 1977                                                                                                                                                  | August 23, 1977                                                                                                                                  | August 24, 1977                                                                                                     | August 25, 1977                                                                      | August 26, 1977                                                                                                          |
| New CPC's 8:00-5:00<br>All CPC's 12:00-5:00                                                                                                                      | All CPC's 8:00-5:00                                                                                                                              | All CPC's 8:00-5:00                                                                                                 | Leave from Conference Center                                                         | All CPC's 8:00-5:00                                                                                                      |
| 8:00 a.m.<br>COFFEE & CONVERSATION                                                                                                                               | 8:00 a.m.<br>COFFEE & CONVERSATION                                                                                                               | 8:00 a.m.<br>COFFEE & CONVERSATION                                                                                  | Depart 7:00 a.m.                                                                     | 8:00 a.m.<br>COFFEE & CONVERSATION                                                                                       |
| 8:30 a.m.<br>What's Your Q? Theoretical and Practical Rationale for CPP What the Program is All About Role of the CPP                                            | 8:30 a.m.<br>Three Jobs/Three Dilemmas Reality Interview Sources of General Information                                                          | 8:30 a.m.<br>The Anatomy of an Employer                                                                             | Site Visitation in Detroit Area                                                      | 8:30 a.m.<br>A Review of the Site Visitations                                                                            |
| 10:00 a.m.<br>COFFEE BREAK<br>Personal Profile A Q & A<br>John W. Friedman Let's Talk About Teaching! What's To Come for the Graduating Senior                   | 10:00 a.m.<br>COFFEE BREAK<br>Cluster Concepts Where are the Employers? Vertical and Horizontal Expansion of an Occupation                       | 9:45 a.m.<br>COFFEE BREAK<br>Group "A" Role Play Cases<br>Group "B" Use Career Information Center                   |  | 10:00 a.m.<br>COFFEE BREAK<br>A Look at What the Alumni Say About Adult Resources Available for Year Brainstorming Ideas |
| 12:00 Noon<br>Lunch for Everyone-All CPC's HEATHER ROOM                                                                                                          | 12:00 Noon<br>Lunch in the HIGHLANDER ROOM                                                                                                       | 12:00 Noon<br>Lunch in the HIGHLANDER ROOM                                                                          |                                                                                      | 12:00 Noon<br>Lunch in the HEATHER ROOM                                                                                  |
| 1:30 p.m.<br>Take the Nehring Interest & Ability Survey (SIAS) Update on the CPP A Look at Decision-Making Decision-Making - Personal Awareness and Alternatives | 1:30 p.m.<br>Blocks Exercise Communication Process Improving Decoding Non-Verbal Communication Exercise Insuring Good Communication Pick a Color | 1:30 p.m.<br>Group "B" Role Play Cases Group "A" Use Career Information Ctr.                                        |                                                                                      | 1:30 p.m.<br>Departmental Planning Session Divisional Planning Sessions                                                  |
| 3:00 p.m.<br>REFRESHMENT TIME Success Prescription and Fine's Skills Analysis What Would You Do If Desired Settings                                              | 3:00 p.m.<br>REFRESHMENT TIME Group Roles Desert Survival Vignette                                                                               | 3:30 p.m.<br>REFRESHMENT TIME (in Conference Center) Making a Contact Practicum Procedures What Will We Do Tomorrow |                                                                                      | 3:30 p.m.<br>REFRESHMENT BREAK Personal Plans Evaluation                                                                 |
|                                                                                                                                                                  |                                                                                                                                                  |                                                                                                                     | 4:00 - 4:30 p.m.<br>Return to Conference Center                                      |                                                                                                                          |

## APPENDIX G

### MATERIALS AVAILABLE TO READERS\*

1. Brief descriptive brochure of program.
2. Duplicard materials listing objectives and describing approaches.
3. Complete report of Faculty Workshop of August, 1977.
4. Sample newsletter.
5. Faculty Practicum Planning Notebook.
6. Copy of Annual Report.
7. Copy of Student Personal Profile.
8. Copy of Placement Handbook.
9. Workshop Modules.

\*(Interested readers should write for price list.)

# APPENDIX H

## BEMRING INTEREST AND ABILITY SURVEY BIAS

15-NOV-77

LISTED BELOW ARE YOUR SELF-REPORTED ABILITIES, INTERESTS, AND TEMPERAMENTS FROM THE INTEREST AND ABILITIES SURVEY. REFER TO VOLUME II, PP. 651-654 OF THE DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.) FOR AN EXPLANATION OF YOUR PROFILE.

|                   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------|---|---|---|---|---|---|---|---|---|---|---|
|                   | G | V | N | S | P | Q | K | F | M | E | C |
| SPECIAL ABILITIES | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 1 | 1 | 1 |
| INTERESTS         | 4 | 6 | 7 | 8 |   |   |   |   |   |   |   |
| TEMPERAMENTS      | 1 | 4 | 8 | 0 |   |   |   |   |   |   |   |

THE FIRST NUMBER BELOW LOCATES A WORKER TRAIT GROUP BY PAGE NUMBER IN VOLUME II OF THE D.O.T. THE SECOND NUMBER LISTED SHOWS THE PERCENTAGE OF SIMILARITY BETWEEN YOUR INTEREST AND TEMPERAMENT PROFILE AND THAT OF THE WORKER TRAIT GROUP. THE THIRD NUMBER IN THE LIST DESCRIBES THE DEGREE TO WHICH YOUR ABILITIES ARE GREATER THAN (+), EQUAL TO (0), OR LESS THAN (-) THOSE SPECIFIED FOR THE WORKER TRAIT GROUP. REFER TO THE PAGES IN THE D.O.T. FOR DESCRIPTIONS OF THE WORKER TRAIT GROUPS AND RELATED OCCUPATIONS THAT APPEAR SIMILAR TO YOUR PROFILE. READ THE TOTAL DESCRIPTION. A BEST FIT PROFILE WOULD HAVE A HIGH PERCENTAGE AND HIGH ABILITY SCORE.

|             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 387/99%/+24 | 341/50%/+14 | 252/43%/+20 | 420/33%/+27 | 271/17%/+32 |
| 294/83%/+23 | 343/50%/+21 | 392/43%/+23 | 461/33%/+31 | 282/17%/+43 |
| 371/80%/+12 | 349/50%/+13 | 416/43%/+29 | 479/33%/+38 | 308/14%/+19 |
| 466/80%/+14 | 373/50%/+23 | 425/43%/+24 | 524/33%/+23 | 267/ 0%/+17 |
| 333/67%/+21 | 379/50%/+13 | 256/40%/+27 | 526/33%/+23 | 269/ 0%/+28 |
| 345/67%/+19 | 361/50%/+18 | 263/40%/+22 | 319/29%/+37 | 274/ 0%/+29 |
| 473/67%/+23 | 402/50%/+17 | 299/40%/+29 | 522/29%/+22 | 276/ 0%/+29 |
| 351/63%/+23 | 411/50%/+24 | 385/40%/+20 | 230/25%/+23 | 280/ 0%/+31 |
| 339/60%/+15 | 421/50%/+37 | 390/40%/+18 | 232/25%/+19 | 287/ 0%/+26 |
| 296/57%/+23 | 454/50%/+20 | 394/40%/+21 | 243/25%/+28 | 322/ 0%/+43 |
| 341/57%/+18 | 413/50%/+ 8 | 396/40%/+20 | 250/25%/+19 | 484/ 0%/+25 |
| 466/57%/- 2 | 411/50%/+26 | 400/40%/+26 | 256/25%/+26 | 491/ 0%/+31 |
| 471/57%/+ 1 | 486/50%/+29 | 418/40%/+28 | 261/25%/+30 | 493/ 0%/+35 |
| 331/56%/+ 9 | 496/50%/+23 | 228/38%/+21 | 404/25%/+27 | 501/ 0%/+33 |
| 375/56%/+22 | 514/50%/+29 | 239/38%/+23 | 406/25%/+34 | 503/ 0%/+35 |
| 241/50%/+18 | 514/50%/+25 | 245/38%/+29 | 408/25%/+34 | 507/ 0%/+34 |
| 248/50%/+18 | 528/50%/+20 | 462/38%/+24 | 265/20%/+30 |             |
| 254/50%/+22 | 220/44%/+15 | 234/33%/+27 | 278/20%/+26 |             |
| 335/50%/+18 | 231/43%/+24 | 398/33%/+18 | 488/20%/+28 |             |

# APPENDIX H, continued

YOUR ANSWERS ON THE SURVEY HAVE BEEN ANALYZED BY WORKER TRAIT GROUPS. THE FOLLOWING TABLE ORGANIZES YOUR RESULTS ACCORDING TO HOLLAND'S CLASSIFICATION SYSTEM OF OCCUPATIONS. EACH LETTER REFERS TO A THEME THAT DESCRIBES AN OCCUPATIONAL/INTEREST PERSONALITY TYPE. THE ASSUMPTION IS THAT EACH PERSONALITY TYPE SEEKS OUT A DIFFERENT TYPE OF OCCUPATIONAL ENVIRONMENT. THE SIX TYPES ARE -

R - REALISTIC  
I - INVESTIGATIVE  
A - ARTISTIC  
S - SOCIAL  
E - ENTERPRISING  
C - CONVENTIONAL.

THE HIGHER YOUR SCORE, THE MORE YOUR PROFILE IS LIKE THAT PERSONALITY TYPE. THE MANUAL CAN GIVE YOU ADDITIONAL INFORMATION ON THIS SUMMARY AND ITS RELATIONSHIP TO OCCUPATIONS.

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| I    | S    | A    | E    | R    | C    |
| 63.9 | 49.0 | 38.3 | 32.5 | 28.1 | 18.5 |

IT IS RECOMMENDED THAT PEOPLE INVESTIGATE COMBINATIONS OF THEIR TOP THREE OCCUPATIONAL/INTEREST/PERSONALITY TYPES. OCCUPATIONS FOR YOUR TOP THREE TYPES CAN BE FOUND ON THE FOLLOWING PAGES OF VOLUME II OF THE D.O.T.

R - 271, 282, 299, 308, 319, 322, 335, 339, 379, 385, 411, 491, 503, 507, 516

I - 294, 371, 373, 381, 387, 418, 464, 466, 466, 471, 473

A - 226, 228, 230, 232, 234, 390, 392, 394, 396, 398, 482, 496, 514, 522, 524, 526, 528

S - 245, 250, 261, 296, 333, 337, 341, 343, 345, 347, 349, 375, 416, 427, 461, 475, 477, 479

E - 237, 239, 241, 243, 248, 351, 400, 402, 404, 406, 408, 420, 425, 484, 486, 488, 493, 501

C - 252, 254, 256, 258, 263, 265, 267, 269, 274, 276, 278, 280, 287

RECHECK THOSE PAGE NUMBERS IN VOLUME II OF THE D.O.T. FOR WHICH YOU HAD HIGH INTEREST AND ABILITY INDICATIONS AND WHICH ARE LISTED ABOVE. READ THE WORKER TRAIT DESCRIPTIONS AND JOB TITLES FOR POSSIBLE CHOICES.

## APPENDIX I

### THE CAREER INFORMATION CENTER

The Career Information Center has a wide array of information on occupations, employers and graduate schools.

The attached lists describe what is kept in the center. You will find the large signs describing where material can be found. Each file drawer is labeled to indicate its content.

If you have any questions as to how to find or use the material, ask the Assistant to the Placement Director or the student assistant.

Please make all your questions known so that we can be of greater assistance to you.

A decision making guide, "Aiding Decisions", is available to help you answer some of the following questions:

How do I find information on specific jobs?

How do I find jobs with industries?

How do I find out about jobs related to a major?

DON'T FORGET --- IF YOU DON'T KNOW OR CAN'T FIND IT --- ASK!!

The Career Information Center is open each day from 8:00 A.M. to 5:00 P.M. On Wednesday night it will be open from 6:00 P.M. to 9:00 P.M.

APPENDIX I, continued

CURRENT MATERIALS IN CAREER INFORMATION CENTER

GENERAL OCCUPATIONAL MATERIALS

1. Dictionary of occupational titles
2. The Occupational Outlook Handbook
3. The College Placement Annual
4. A guide to 525 liberal arts and business careers
5. The Occupational Thesaurus (guide to careers for liberal arts disciplines)
6. What Can I Do With A Major In (guide to liberal arts careers)
7. Occupational Outlook for College Occupations
8. File system of occupations by academic concentration (e.g. chemistry, music, environmental studies, law, etc.)
9. Occupational information for minorities
10. Occupational information for women
11. Occupations available in the divisions of state and federal government including armed services
12. Recruiting pamphlets, annual reports from a wide array of employers catalogued and displayed according to the following system:
  1. Agri-Business and Natural Resources
  2. Business and Office
  3. Health
  4. Public Service
  5. Environment
  6. Communications and Media
  7. Hospitality and Recreation
  8. Manufacturing
  9. Marketing and Distribution
  10. Marine Services
  11. Personal Services
  12. Construction
  13. Transportation
  14. Consumer and Homemaking Education
  15. Fine Arts
13. File folder information on Graduate Schools by academic concentration
14. Peterson's Annual Guides to Graduate Study
15. Representative catalogs for professional schools of:  
Law, Journalism, Medicine, Veterinary Medicine, Dentistry and Business Administration
16. Guides to preparing letters and writing resume's
17. Filmstrips: (coordinated sound track)  
Choosing Your Career  
Jobs and Gender  
A Career in Education
18. Records and Tapes - Two sets each  
Getting the job interview  
Interviewing Successfully
19. Sources of International Employment (with Secretary)
20. "Comp Job" - a guide for the person seeking a position in Computer Sciences (with Secretary)
21. "Helping Kids... That's My Bag" - a guide for persons seeking helping jobs with children (with Secretary)
22. "How to Pull off a Bank Job" - a list of potential employers for aspiring banker (with Secretary)

APPENDIX I, continued

SPECIFIC INFORMATION

1. Occupational Files - filed by Dictionary of Occupational Title Number.
2. List of Occupational/Position openings with state and local government.  
(Kept in binder with Secretary)
3. List of Occupations available and currently listed in the Alma Bulletin.  
(Binder with Secretary)
4. List of occupations currently available as published in the following school bulletins.
  - Northern Michigan University
  - University of Michigan
  - Central Michigan University
  - Eastern Michigan University
  - Grand Valley State College
  - Hope College
  - University of Wisconsin
5. Current bulletins are displayed in the Career Information Center.
6. Description of School Districts in Michigan.
7. Description of School Districts out of state.
8. Description of Overseas Teaching Positions.
9. Summer Job Opportunities.
10. Manuals on How to Prepare for Graduate Admissions Tests:
  - Graduate Record Examination Aptitude
  - Graduate Record Examination Business
  - Medical College Admissions Test
  - Law School Admissions Test
11. Application forms for various graduate school admission tests plus applications for:
  - Federal Civil Service Examination
  - Foreign Service Officer Examination
  - Michigan Civil Service Examination

OTHER INFORMATION AVAILABLE

Selected Guide to Overseas Employment  
Career Guide to Professional Associations  
Federal Career Directory  
Career Planning and Placement for the College Graduate of the 70's (self help tool)  
Creating the Future (Book)  
The Resume Workbook (Self help tool)  
Career and Vocational School Guide  
Effective Personal and Career Decision Making (Self help tool)  
The Art of Developing a Career (Self help tool)  
Career Patterns of Liberal Arts Graduates (Book)  
What Color is Your Parachute (Book)  
The Overeducated American

# APPENDIX J

## OCCUPATIONS OF ALUMNI CAREER CONSULTANTS AT ALUMNI CAREER PLANNING CONFERENCE

| <u>MAJOR</u>            | <u>OCCUPATION</u>                      |
|-------------------------|----------------------------------------|
| Speech                  | Trial lawyer and judge                 |
| Art                     | Medical illustrator                    |
| Communication           | Data analyst                           |
| Art                     | Automotive design                      |
| Music Education         | Music teacher and organist             |
| English                 | Vice President, advertising            |
| English                 | E.E.O. specialist                      |
| Chemistry               | Research specialist                    |
| Biology                 | Biology and life science teacher       |
| Biology                 | Naturalist                             |
| Mathematics             | Account manager                        |
| Biology                 | Dentist                                |
| Chemistry               | Research specialist                    |
| Psychology              | Staff psychologist                     |
| History                 | U.S. attorney                          |
| Business Administration | Chief financial officer, banking       |
| English                 | Alternative education                  |
| Business Administration | Accountant                             |
| Political Science       | County administrator                   |
| Sociology               | Director, County Commission on Aging   |
| Education               | H.S. principal                         |
| Art Education           | Art teacher                            |
| Sociology               | Supervisor, Mich. Dept. of Corrections |
| Economics               | Health economist                       |
| Music                   | Band Director                          |
| Education               | Elementary education                   |

# CAREER RESOURCE CONSULTANTS (A SAMPLE)

| Employer                                                                                       | Job Title                                                                                                               | Consulting Capacity<br>(Ways they might help)                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Home address                                                                                   | Chemical Sales<br>Engineer - major<br>account with                                                                      | Consult with faculty and stu-<br>dents on campus - Thursday<br>afternoons.<br>Giving input of what the sales<br>industry is looking for in the<br>way of job qualification.                                                                                                                                                                                                                                                                            |
| Perrin, Fordree, Davidson<br>& Co.<br>2075 W. Big Beaver<br>Troy, MI<br>(313) 649-2510         | Tax Manager<br><br>Weekends, Fridays, or<br>Mondays - just about<br>anytime if schedule<br>permits - 3 weeks<br>notice. | Small group discussions - lecture,<br>etc., to class - or just chat<br>with professors.<br>Speak to groups of students at a<br>location near his home.<br>Have a student visit at place of<br>work at a prearranged time.<br>Talk to students on the telephone.<br>Have a faculty member visit me<br>at my place of work.<br>Work with the Director of Place-<br>ment to develop employment<br>opportunities for Alma grads.                           |
| Oceana County                                                                                  | County<br>Administrator                                                                                                 | Consult with faculty and students<br>on campus "about any Wed. or Mon.<br>or 2nd or 4th Fridays of month".<br>Assist in development of a prac-<br>ticum or independent study.<br>Meet to plan a campus day.<br>Review of grant application pro-<br>cess, budget preparation, visit<br>dept. heads to learn the inter-<br>action process between adminis-<br>trator and other officials.<br>Discuss contract negotiations.                              |
| Hartley Outdoor Edu-<br>cation Center<br>12633 Beaver Rd.<br>St. Charles, MI<br>(517) 865-6295 | Naturalist<br>(Outdoor Education<br>Teacher)                                                                            | Developing a Practicum in teach-<br>ing Outdoor Education or in<br>Taxidermy or other Museum related<br>projects (have had Dr. Vogan's<br>spring term students-would like<br>to try another time of year).<br>Might be able to come to campus<br>but prefer to host a faculty/<br>student visit at place of work.<br>Tour of building and site, dis-<br>cussion of program with Director<br>(Robert Bolger), discussion of<br>practicum possibilities. |
| 600 Genessee Bank Bldg.<br>Flint, MI 48502<br>(313) 767-5420                                   | Trial lawyer and<br>novelist                                                                                            | Meet with faculty and pre-law stu-<br>dents to discuss the nature of<br>the practice of law as it exists<br>today.<br>Meet with speech majors and faculty<br>concerning establishing radio and<br>TV station, re-establishing inter-<br>collegiate debate and extemp.<br>competition.                                                                                                                                                                  |
| Hastings High School<br>Hastings, MI                                                           | Teacher of Biology,<br>Life Science<br>J.V. Basketball<br>Coach                                                         | Consult with faculty and students<br>on campus weekends.<br>Discussing possible extension of<br>his research at Vestaburg Bog.                                                                                                                                                                                                                                                                                                                         |
| 1st Security Bank<br>230 W. Main St.<br>Ionia, MI 48846<br>(616) 527-2400                      | VP & Cashier      So<br>(Chief Financial<br>Officer)                                                                    | Speak to groups of students near<br>home, talk to students on tele-<br>phone, have students and/or fac-<br>ulty visit place of work.<br>Two weeks notice.                                                                                                                                                                                                                                                                                              |

## APPENDIX L

## CAREER PREPARATION PROGRAM EVALUATION SURVEY

Name \_\_\_\_\_

Year of Graduation \_\_\_\_\_

1. Place a check mark in the appropriate square to grade Alma College on how well it has developed your:

- ▷ awareness of your:
1. academic abilities . .
  2. vocational abilities . .
  3. career needs . . . . .
  4. career interests . . . .
  5. personal values . . . .

- ▷ skills in:
1. communication . . . .
  2. interpersonal relation
  3. decision-making. . .

- ▷ personal initiative in:
  - 1. career exploration . .
  - 2. career selection . .

- ▷ knowledge (for various occupations) of:
1. required training . . . . .
  2. expected entry level skills . . . . .
  3. employment outlook . . . . .
  4. average salaries . . . . .
  5. working conditions . . . . .

- ▷ practical experience in a career field related to your interests and academic preparation . . .

- ▷ entry level skills for a particular career area . . .

| Outstanding amt.   | A | B | C | D | E |
|--------------------|---|---|---|---|---|
| Above average amt. |   |   |   |   |   |
| Average amount     |   |   |   |   |   |
| Below average amt. |   |   |   |   |   |
| Total all          |   |   |   |   |   |

2. Please check any Career Preparation Program (CPP) activities in which you participated, and, if you remember the activity, assign it a grade (from A to E) according to how well it helped you.

Grade

Natural Sciences Career Convention ☐Humanities Career Convention . . . ☐Practicum Workshop . . . . . ☐

\_\_\_\_ Took a Practicum . . . . . ☐

— Visited the Career Information Center ☐

3. Would you like to take a practicum in the coming year?

4. Are there any organizations that you'd be interested in joining, or that you'd like to have available at Alma College? If so, name the organization or area of interest here.

5. SENIORS - Circle any graduate or professional exam you plan to take in the coming year.

LSAT MCAT PACE

GMAT DAT GRE

Would you be interested in an Exam Preparation Workshop to help you get ready for these exams?

## CAREER PREPARATION PROGRAM EVALUATION SURVEY

Year of Graduation

- ▷ entry level skills for a particular career area . . .

| Outstanding amt.   | A | B | C | D | E |
|--------------------|---|---|---|---|---|
| Above average amt. |   |   |   |   |   |
| Average amount     |   |   |   |   |   |
| Below average amt. |   |   |   |   |   |
| Not at all         |   |   |   |   |   |

4. Are there any organizations that you'd be interested in joining, or that you'd like to have available at Alma College? If so, name the organization or area of interest here.

- Would you be interested in an Exam Preparation Workshop to help you get ready for these exams?

38

APPENDIX N  
WORKSHOP EVALUATION FORM

Our purpose in giving the "test" below is probably different from your usual objective in giving tests. We are interested in evaluating the workshop rather than in evaluating you as an individual. Thus we do not need your name on this sheet, but we do need a code number to match "before" and "after" results. To complete the code number put a "1" in the first space if you were a CPC last year, a "2" if this is your first time as a CPC. Then in the second and third spaces put the number of years you have taught at Alma College (9 years - "09"). In the last space put the last digit of your home phone number.

Code #    /    /   

Please do not be concerned if the questions refer to unfamiliar material. Some of them require information which you would probably not know without previous training. Our hope is that you will become acquainted with the information during the workshop.

CAREER PREPARATION AT A LIBERAL ARTS COLLEGE

What do you feel you would most like to know more about to function effectively as a CPC?

As you see it now, what are some important functions of the CPC role?

For the student?

For the CPC?

A CPP advisee of yours says he likes the Career Preparation Program but he can't participate because it takes too much time. What suggestions could you give him?

Please list two pre-packaged resource materials you could use in the classroom to relate career information to content and process in your discipline.

- 1.
- 2.

Define (by a title) 3 POE's related to your discipline that you feel you could help a student put together.

- 1.
- 2.
- 3.

A visiting businessman tells your class that a Liberal Arts education is worthless in today's job market. What general statement could you make in rebuttal?

Describe one way to integrate career preparation into your area of Alma's liberal arts curriculum.

Rank the following according to how frequently you think each was chosen as a useful source of career preparation assistance in a recent study of factors influencing the career patterns of liberal arts graduates. (1 = most frequent)

- |                                         |                                        |
|-----------------------------------------|----------------------------------------|
| ___ 1. Vocational guidance tests        | ___ 4. Advice from potential employers |
| ___ 2. Individual vocational counseling | ___ 5. Advice from faculty members     |
| ___ 3. Advice from family               | ___ 6. College placement services.     |

#### OCCUPATIONAL INFORMATION

Choose one job related to your discipline and describe briefly some skills (knowledge or ability used effectively) necessary to carry out the job.

Job Title \_\_\_\_\_ 1. \_\_\_\_\_  
 \_\_\_\_\_ 2. \_\_\_\_\_  
 \_\_\_\_\_ 3. \_\_\_\_\_  
 \_\_\_\_\_ 4. \_\_\_\_\_

List three resources available in the Career Information Center.

Considering the outlook for employment within your discipline, list three occupations in which a graduate from your department might engage and rate each according to the chances (out of 10) of finding an opening in 1981.

| Occupation | Rating |
|------------|--------|
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |

APPENDIX N, continued

-3-

D.O.T. stands for \_\_\_\_\_ of \_\_\_\_\_

The job titles in the D.O.T. are represented by \_\_\_\_\_ digit code numbers.

Where in the D.O.T. would you find a narrative description of the job of "Accounts Analyst"? and how would you locate it?

The last 3 digits of the D.O.T. code indicate the type of activities required in a job as they relate to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Jobs in the D.O.T. are grouped according to combinations of characteristics such as: general education development, specific vocational preparation, aptitudes, interests, temperaments, and physical demands. The resulting classifications are called

\_\_\_\_\_ groups.

- (a) John Holland, a vocational psychologist, has suggested that there are six basic occupational themes. The six themes are listed below. Try to name one occupation belonging to each of the themes in the space provided:

- ☐ Realistic \_\_\_\_\_
- ☐ Investigative \_\_\_\_\_
- ☐ Artistic \_\_\_\_\_
- ☐ Social \_\_\_\_\_
- ☐ Enterprising \_\_\_\_\_
- ☐ Conventional \_\_\_\_\_

- (b) Rank each occupational theme according to how well it describes people in your discipline by putting a number from 1 to 6 (1 - most descriptive, 6 - least descriptive) in the boxes.

Choose one major at Alma outside your discipline and list 4 occupations available to graduates with this major.

Major \_\_\_\_\_ Occupations 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

To what worker trait groups in the DOT would you refer students to look for occupations related to your discipline? Try to name three or four.

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

### TESTS AND MEASUREMENTS

Which of the following instruments shows how the student's interests and temperaments match with the different worker-trait groups in the DOT?

- |         |         |         |
|---------|---------|---------|
| 1. ACT  | 3. SCII | 5. SDS  |
| 2. BIAS | 4. SAT  | 6. CIRP |

The Strong Campbell Interest Inventory tells the student what occupation he/she is best suited for. T F

Please explain your answer:

The profile from which of the following instruments locates the student's position on world-of-work map? Circle the correct answer/

- |         |        |         |
|---------|--------|---------|
| 1. SCII | 3. ACT | 5. BIAS |
| 2. SDS  | 4. SAT |         |

The AOR score on the SCII is a good indication of the student's academic ability. Circle one. T F

### THE DECISION-MAKING PROCESS

Your advisees are faced with decisions important to the directions of their lives - career decisions. List five steps or stages into which you think the career decision-making process can be reasonably divided.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

What would you consider to be a behavior indicating that a student has reached a thoughtful decision about his/her career?

### EXPERIENCE IN THE FIELD

What are some ways to locate an appropriate firm or agency for field visits or practicum site?

What are the appropriate procedures to follow in contacting someone within an organization?

Alma College will have less trouble developing practicums at large corporations like Dow, GM and Ford because we are a member of the National Commission for Cooperative Education (circle one) T F

What is the total number of credits a student can earn in parcticums throughout his/her Alma Career? (including student teaching) \_\_\_\_\_ credits

Define a paracticum and describe what academic requirements you would expect a student to fulfill.

List the name of any organizations or companies within which there is a professional with whom you presently confer.

Please list two crucial behaviors for the job search which a student must display to maximize his/her opportunities for employment.

Question: A CPP advisee of yours says he likes the Career Preparation Program but he can't participate because it takes too much time. What suggestions could you give him?

Answers: Won't know time needed until he tries it.  
Make time by giving up something else.  
Put in as much time as you can.  
Discuss time planning, time budgeting, task planning.  
Realign priorities.  
He can't afford not to unless he knows previously his future plans.  
Explain time demands in terms of priorities.  
Evaluate priorities in life at present in view of future goals.  
Look at his use of time - consider new daily schedule.  
Ask if help with the rest of his life was worth the investment of time.  
Re-evaluate his schedule - the program deserves priority.  
Ease into it partially.  
Learn to prioritize his tasks.  
Unless he is very certain of his career plans, he had better make the time.  
Too important to ignore - present short sightedness may lead to a lifetime of waste - surely budgeted time can be worked out.  
Your career will be the rest of your life - do it.  
Re-evaluate his schedule - academic, work and social.  
Review goals.  
Replan his time schedule - there has to be a way.  
Scheduling of time.  
Try to make time for it - it will probably be worth it.

Question: A visiting businessman tells your class that a liberal arts education is worthless in today's job market. What general statement could you make in rebuttal?

Answers: Specialization is a dead-end. The broadly educated individual can be flexible.  
The liberal arts student has a broad base of knowledge, the ability to cope with the thinking process.  
I don't believe you hear this argument. I have usually heard businessmen speak in favor of the liberal arts education.  
What training do your employers receive for entering new jobs when the ones they now hold become obsolete? Liberal arts can increase the range of a person's ability to plan for a career and to know how to develop new job skills.  
In general, today is not the most important consideration in planning the content and thrust of one's undergraduate education.  
It's too bad that this particular businessman works for a company or industry which does not require thinking and valuing - one of the major problems of many industries today. Too bad he is looking for the short term saleable skills - he'll lose in the long run.  
It teaches - or can teach - fundamental skills and knowledge which will stay with one throughout life: analysis, synthesis, appreciation of great ideas, literature, music.  
Demands change - also prepares a student to live not just make a living.  
The rapidly changing world makes today's vocational training obsolete for tomorrow's jobs.  
In the changing job market, a liberal arts education is perhaps the most beneficial for students. They should have the basic skills, perspective, flexibility and attitudes to enter new jobs when demanded.  
In terms of getting a first job, I agree. In terms of developing your potential as a businessman and as a human being it is invaluable.  
A good liberal arts program should teach a student 1) oral communication, 2) written communication, 3) decision-making, 4) understanding human beings - all of these are taught at a liberal arts school.  
Simply untrue - the businessman's perceptions are inaccurate - liberal arts grads go further ultimately, etc.  
Communication skills are important to business. Liberal arts students learn to communicate better than other disciplines.  
Our students have a lifetime for specialized training. We have prepared them to be curious, selective, and flexible as they enter the job marketplace.  
Liberal arts graduates are learners - specialization presumes employment is a static condition.

The world of work "runs on paper"; clearly the art of clarity and precision in the prose form (memos) is the life blood of industry. Indeed, communication is the essential associated with productive management. Anyone who denies this is either a fraud or a fool!

Let us examine the records.

Business and industry need generalists to deal with the immense changes we will be experiencing in the future.

The facts don't back up this position - college grads get and retain a higher percentage of many jobs.

1) Ain't true in such general terms! Perhaps for some technical jobs. . . but - example, example, example! 2) Liberal education tries to prepare you for more than today's job market; tomorrow's job market? other phases of your life besides career?

Question: Describe one way to integrate career preparation into your area of Alma's liberal arts curriculum.

Answers: Have the student formulate his/her goals and build most of his coursework toward these goals.

Field visit to potential field employment.

Practicum and field trips.

"Market" articles or stories done in creative writing or journalism. Work in practicums involving writings and edition.

The practicum, later on. Earlier, personal evaluation of ability and programs which give information on both broad and specific areas.

Review toward end of a course the kinds and types of jobs or professions directly related to the course, e.g., anthropology - clothing manufacturers, Department of Defense for propaganda, college and university instructions, museum work, etc.

Bring to campus individuals who, with 5-10 years detachment from the college scene, can speak to how their education relates to their business/occupations.

One of our 400 level courses - advanced analysis - is quite practically oriented, including trip to industry, etc. We could expand on this with more career orientation.

Have a workshop or seminar for the students.

Required practicums.

If the student desires to teach, have him/her prepare a lesson and take over a class session.

It is done in Accounting.

No. 1 - constant upgrading and improving of teaching of standard subject matter. This is the first and greatest requirement. Of course, others follow, especially a current knowledge of the field. Actually these two are mutually dependent.

I already have - I assign a paper to my intermediate accounting students to explore some life and career goals to see if they are compatible with accounting.

Practicums have assisted our department tremendously. Our students tend to be too narrow and fussy which suggests early presentation of optional tracks.

It's already built into the program.

Focus on longer aims of education in discipline - i.e., not subject matter but process. Above all, bring areas into career fields to see its employment.

Teach students to read, write, solve problems; probably that is impossible in four years.

Set up a practicum in your academic area.

Assign essay and research topics related to careers - such as chemistry problems being dealt with in the field.

Through more focused information on job and opportunities. Through practicum. "Teaching" requires a wide range of knowledge, ideas, skills and human and world understanding beyond specific subject in order to respond to students and subject in a proper manner.

Have speaker on technical subject from industry or research. Also describe his employment area.

APPENDIX P  
SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT FOR CPP

| <u>OBJECTIVE</u>                                                             | <u>ACTIVITY</u>                                                                                                                                 | <u>FORMATIVE EVALUATION</u>                                                                                                    | <u>OUTCOME 1976-77</u>                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>STUDENTS</u><br>Exhibit initiative in<br>job exploration and<br>selection | Complete Career Exploration<br>Guide using Career Informa-<br>tion Center                                                                       | Number of visits to Career<br>Information Center                                                                               | In a twelve-month period, more than<br>2400 visits have been made to the<br>Career Information Center                                                                                                                                                                                                          |
|                                                                              | Participate in Practicum<br>Workshop with students<br>who had a practicum<br>Arrange applications and<br>practicums                             | Number of students in Prac-<br>ticum Workshops<br>Number of students who<br>arranged practicums                                | Eighty-four students participated in<br>the Practicum Planning Workshop<br>Eighty-nine practicums have been<br>arranged                                                                                                                                                                                        |
|                                                                              | Arrange interviews<br>Participate in campus<br>interviews<br>Prepare resume<br>Submit applications and<br>cover letter<br>Take qualifying tests | Number of interviews<br>Number of letters and<br>applications<br>Number of job offers or<br>professional school<br>acceptances | No seniors have at this point com-<br>pleted this program                                                                                                                                                                                                                                                      |
|                                                                              | Participate in Letter<br>Writing Workshop                                                                                                       | Number of participants,<br>letters written and<br>number responses                                                             | To this date, ten members of Pilot<br>Group I have attended the workshop.<br>Each has written six letters                                                                                                                                                                                                      |
|                                                                              | Accompany a faculty<br>member on a site visit                                                                                                   | Number of visits                                                                                                               | Sixty-eight visits have been made<br>by faculty. Six of the visits<br>included students                                                                                                                                                                                                                        |
|                                                                              | Make a site visit                                                                                                                               | Number of visits                                                                                                               | Six students have visited practicum<br>sites under financial sponsorship<br>by the College<br>All students must contact potential<br>practicum supervisor prior to having<br>their practicum approved and thus all<br>students have made site visits even<br>though it may not be under program<br>sponsorship |

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

| <u>OBJECTIVE</u>                                                                                    | <u>ACTIVITY</u>                                            | <u>FORMATIVE EVALUATION</u>                                                                                      | <u>OUTCOME 1976-77</u>                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Obtain practical experience and develop entry level work skills in at least one work role           | Participate in practicum                                   | Number of students who have a practicum                                                                          | Currently eighty-nine students have arranged for practicums                                                                                                                                                           |
|                                                                                                     | Incorporation of work oriented issues in classroom         | Survey of students and faculty                                                                                   | 38% of Pilot I surveyed reported Career Preparation Coordinators had integrated career issues into the classroom<br>28 of 32 Pilot I's said career education had in some way been integrated with their academic work |
|                                                                                                     | Plan and obtain summer job that relates to career plans    | Attendance at summer work planning sessions<br>Survey of student participants regarding usefulness of summer job | Twenty-six students attended summer work planning session<br>To be conducted in Fall, 1977                                                                                                                            |
| Become aware of how personal skills and characteristics may be applied to various job opportunities | Strong Campbell Interest Inventory                         | Number administered<br>Judged helpfulness                                                                        | 205 students rated the Strong Inventory at 2.2 on a 5 point scale where 2 was helpful and 3 no opinion<br>356 Inventories were administered and interpreted                                                           |
|                                                                                                     | Participate in activities of Career Exploration Workshop I | Number of Personal Profiles completed                                                                            | Responses indicate that 285 students have completed their personal profiles                                                                                                                                           |
|                                                                                                     | Behring Interest and Ability Survey                        | Number administered                                                                                              | 246 BIAS inventories have been administered and interpreted                                                                                                                                                           |

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

| <u>OBJECTIVE</u>                                                                                             | <u>ACTIVITY</u>                                                                  | <u>FORMATIVE EVALUATION</u>                                                                                | <u>OUTCOME 1976-77</u>                                                                                                        |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Become aware of how personal skills and characteristics may be applied to various job opportunities, cont'd. | Attend Career Conventions                                                        | Number who attended                                                                                        | 340 plus students attended the Career Convention                                                                              |
|                                                                                                              | Attend Occupational Information Workshop                                         | Number who attended and completed a Career Exploration Guide                                               | 226 students attended the Occupational Information Workshop and completed a Career Exploration Guide                          |
|                                                                                                              | Job Performance Requirements Analysis exercise of Career Exploration Workshop II | Number of participants who complete a Job Performance Requirements Analysis (JPRA) for one job of interest | 22 students participated in this workshop and 15 completed a JPRA                                                             |
| 84                                                                                                           |                                                                                  |                                                                                                            |                                                                                                                               |
| <u>FACULTY</u>                                                                                               |                                                                                  |                                                                                                            |                                                                                                                               |
| Gain greater knowledge concerning application of their disciplines                                           | Professional site visits                                                         | Number of site visits                                                                                      | 68                                                                                                                            |
|                                                                                                              | Professional consultants in the classroom                                        | Number of professional consultants                                                                         | 39                                                                                                                            |
|                                                                                                              | Practicum student evaluation                                                     | Number of practicums supervised                                                                            | 89                                                                                                                            |
|                                                                                                              | Attend Career Convention                                                         | Number attending                                                                                           | 30 faculty members attended Natural Science Career Convention<br>20 faculty members attended the Humanities Career Convention |
|                                                                                                              | Participate in Faculty Career Preparation Workshops                              | Number attending who show gain on pre and post evaluation                                                  | 41 attended workshops all showing a gain on evaluation form                                                                   |

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

| <u>OBJECTIVE</u>                                                                                                                                    | <u>ACTIVITY</u>                                                                       | <u>FORMATIVE EVALUATION</u>                                                                                 | <u>OUTCOME 1976-77</u>                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establish working relationship with colleagues in industry, government, private enterprises, and other sources of potential employment for students | Professional site visit                                                               | Number of site visits                                                                                       | 68                                                                                                                                                          |
|                                                                                                                                                     | Professional consultants in the classroom                                             | Number of professional consultants                                                                          | 39                                                                                                                                                          |
|                                                                                                                                                     | Cooperative exploration activities with Chambers of Commerce                          | Number of trips made and number of faculty participants                                                     | Preliminary planning done with Detroit and State of Michigan Chambers of Commerce                                                                           |
|                                                                                                                                                     | Faculty accompany Practicum Coordinator to employment sites                           | Number of such trips made                                                                                   | 9                                                                                                                                                           |
|                                                                                                                                                     | Meet with alumni who participate in Career Conventions                                | Number of faculty who do meet                                                                               | 36                                                                                                                                                          |
| Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs    | Provide faculty with "Career and Education Excerpts" Newsletter monthly               | Survey faculty about usefulness of Newsletter                                                               | 75% of faculty read it regularly<br>60% of faculty have given advice to students based upon it<br>20% have altered course work because of information in it |
|                                                                                                                                                     | Provide faculty with video cassettes on careers and career planning for classroom use | Survey students about presence of career relevant materials and issues in classrooms, including video tapes | To be administered at later date                                                                                                                            |

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

| <u>OBJECTIVE</u>                                                                                                                                         | <u>ACTIVITY</u>                                                                                                                           | <u>FORMATIVE EVALUATION</u>                                                      | <u>OUTCOME 1976-77</u>                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs, cont'd | Provide faculty with results of letter writing program related to skills needed in jobs<br><br>All of the activities for Objectives 1 & 4 | Survey faculty to extent and type of career relevant activities in the classroom | Administered May, 1977<br>See pages 38-39                                       |
| Increase their utilization of classroom consultant from the world of work                                                                                | Invite consultants to the classroom                                                                                                       | Number of such invitations by faculty                                            | 29                                                                              |
|                                                                                                                                                          | Incorporate Career Convention alumni into classroom                                                                                       | Number of faculty including alumni and classroom activities                      | 18                                                                              |
| Encourage alumni to help students in career planning                                                                                                     | Submit names of alumni to Career Preparation Program staff for invitation to Career Conventions                                           | Number of faculty who have made recommendations                                  | 34 faculty made such recommendations and 25 alumni were utilized                |
|                                                                                                                                                          | Invite alumni back to participate in class activities                                                                                     | Number of faculty who extend such invitations and number of alumni               | 8 faculty members have initiated such requests and 15 alumni have been utilized |

88

APPENDIX Q  
SAMPLE FACULTY SITE VISITATIONS

Wolverine, Inc.  
Securities Exchange Commission  
Chicago Board of Trade  
Merrill, Lynch, Pierce, Fenner & Smith  
Ann Arbor News  
Department of Public Health  
Chrysler Financial Corporation  
Rapistan, Inc.  
Henry Ford Museum  
Aetna Life  
Xerox  
IBM  
Detroit Urban League  
K-Mart  
Solidarity House (AFL-CIO Detroit)  
Kodak  
General Motors Alcohol and Drug Abuse Program  
Dow Chemical Company Communications  
General Telephone  
Michigan Bell  
Communication Workers of America  
General Motors Technical Center  
Research Division, Ford Motor Company  
Performing Arts Center, Midland  
Bendix Corporation  
Ross Roy Advertising  
Young and Rubicon  
National Bank of Detroit  
Upjohn Company

# APPENDIX R

## SKILLS RATING FORM AND RESULTS

Please evaluate the level to which you developed the skills and abilities listed below while at Alma College.

Rate each skill or ability on the following scale:

1. was developed to a very high degree and was one of my strengths at graduation
2. had some opportunity to develop and it was somewhat a strength at graduation
3. had an introduction but don't feel it was one of my strengths at graduation
4. no opportunity to develop, my level was the same as at entry to Alma.

### COMMUNICATION

- 1 letter writing
- 2 report writing
- 3 impromptu speaking
- 4 formal speaking
- 5 interpersonal communication
- 6 communication in groups
- 7 interviewing techniques
- 8 English grammar
- 9 information gathering techniques
- 10 essay and speech writing
- 11 summarizing information
- 12 data analysis

### GENERAL

- 15 library research
- 16 speed reading
- 17 typing
- 18 reading for meaning
- 19 note taking
- 20 physical coordination
- 21 employing logical processes
- 22 producing new ideas/products
- 23 examining and comparing values
- 24 tact and diplomacy
- 25 self-motivation
- 26 maintaining physical fitness
- 27 handling stress and pressure

### ORGANIZATION

- 28 decision making
- 29 task organization
- 30 supervision
- 31 brainstorming
- 32 scheduling
- 33 planning activities
- 34 budgeting
- 35 defining problems
- 36 formulation of objectives
- 37 coordinating actions
- 38 delegation of tasks
- 39 assessing needs
- 40 setting priorities
- 41 allocating resources

### ARTS AND HUMANITIES

- 42 book reviewing
- 43 photography
- 44 painting
- 45 knowledge of literature
- 46 creative writing
- 47 crafts
- 48 knowledge of music
- 49 acting skills
- 50 vocal music
- 51 instrumental music
- 52 speak foreign language
- 53 read foreign language

### SCIENCE

- 54 computer science
- 55 statistics
- 56 experimental design
- 57 chemical analysis
- 58 dissection
- 59 hypothesis generation
- 60 hypothesis testing
- 61 laboratory techniques
- 62 basic math skills
- 63 formal logic
- 64 knowledge of life processes
- 65 scaling and measurement
- 66 assessing the social environment
- 67 classification skills

| Skill                               | Overall ACC Rating<br>n=26 | Humanities<br>n=7 | Nat. Sci.<br>n=7 | Soc. Sci. 1<br>n=6 | Soc. Sci. 2<br>n=6 | Seniors<br>n=9 |
|-------------------------------------|----------------------------|-------------------|------------------|--------------------|--------------------|----------------|
| 1. letter writing                   | 2.75                       | 3.00              | 3.00             | 2.83               | 2.17               | 2.26           |
| 2. report writing                   | 1.64                       | 1.57              | 2.14             | 1.50               | 1.33               | 2.10           |
| 3. impromptu speaking               | 2.31                       | 2.00              | 2.57             | 2.17               | 2.50               | 2.53           |
| 4. formal speaking                  | 2.82                       | 2.28              | 3.14             | 2.67               | 3.17               | 2.68           |
| 5. interpersonal communication      | 1.52                       | 1.43              | 1.71             | 2.00               | 1.50               | 1.19           |
| 6. communication in groups          | 1.69                       | 1.43              | 2.00             | 1.83               | 1.50               | 2.00           |
| 7. interviewing techniques          | 3.06                       | 3.28              | 3.28             | 2.67               | 3.00               | 2.68           |
| 8. English grammar                  | 2.04                       | 2.00              | 1.57             | 2.17               | 2.42               | 2.53           |
| 9. information gathering techniques | 1.43                       | 1.43              | 1.28             | 1.83               | 1.17               | 2.00           |
| 10. essay and speech writing        | 1.72                       | 1.43              | 2.28             | 1.50               | 1.87               | 2.47           |
| 11. summarizing information         | 1.61                       | 1.71              | 1.57             | 1.87               | 1.50               | 2.10           |
| 12. data analysis                   | 1.87                       | 2.28              | 1.43             | 2.50               | 2.17               | 3.10           |
| 13. effective listening             |                            |                   |                  |                    |                    | 1.89           |
| 14. audio visual techniques         |                            |                   |                  |                    |                    | 3.00           |
| 15. library research                | 1.57                       | 1.71              | 1.57             | 1.83               | 1.17               | 2.16           |
| 16. speed reading                   | 3.50                       | 3.57              | 3.43             | 3.17               | 3.83               | 2.53           |
| 17. typing                          | 3.50                       | 3.71              | 3.43             | 3.17               | 3.67               | 2.53           |
| 18. reading for meaning             | 1.62                       | 1.43              | 1.71             | 1.83               | 2.83               | 2.16           |
| 19. note taking                     | 1.70                       | 1.57              | 1.71             | 1.67               | 1.83               | 1.89           |
| 20. physical coordination           | 3.02                       | 3.00              | 2.57             | 2.83               | 3.67               | 1.74           |
| 21. employing logical processes     | 1.62                       | 1.43              | 1.57             | 1.67               | 1.83               | 2.00           |

COMMUNICATION

GENERAL

# APPENDIX R CONTINUED

| Skill                              | Overall<br>ACC Rating<br>n=26 | Humanities<br>n=7 | Mat. Sci.<br>n=7 | Soc. Sci. 1<br>n=6 | Soc. Sci. 2<br>n=6 | Seniors<br>n=19 |
|------------------------------------|-------------------------------|-------------------|------------------|--------------------|--------------------|-----------------|
| 22. producing new ideas/products   | 1.93                          | 1.57              | 2.00             | 2.33               | 1.83               | 2.10            |
| 23. examining and comparing values | 1.85                          | 1.57              | 2.17             | 2.00               | 1.67               | 1.89            |
| 24. tact and diplomacy             | 2.50                          | 2.43              | 2.57             | 2.00               | 3.00               | 1.89            |
| 25. self-motivation                | 2.28                          | 1.00              | 2.43             | 1.67               | 3.00               | 1.68            |
| 26. maintaining physical fitness   | 2.80                          | 3.14              | 2.57             | 2.17               | 3.33               | 1.74            |
| 27. handling stress and pressure   | 2.38                          | 1.43              | 2.57             | 2.50               | 3.00               | 1.63            |
| 28. decision making                | 2.31                          | 1.86              | 2.71             | 2.00               | 2.67               | 1.89            |
| 29. task organization              | 2.15                          | 2.00              | 2.28             | 2.50               | 1.83               | 1.84            |
| 30. supervision                    | 2.72                          | 3.00              | 2.86             | 2.33               | 2.67               | 1.79            |
| 31. brainstorming                  | 2.10                          | 1.86              | 2.71             | 2.17               | 1.67               | 3.42            |
| 32. scheduling                     | 1.98                          | 2.43              | 2.14             | 1.83               | 1.50               | 1.74            |
| 33. planning activities            | 2.36                          | 2.57              | 2.86             | 1.83               | 2.17               | 1.68            |
| 34. budgeting                      | 2.73                          | 2.71              | 2.71             | 3.00               | 2.50               | 1.89            |
| 35. defining problems              | 2.00                          | 1.71              | 2.14             | 2.33               | 1.83               | 1.95            |
| 36. formulation of objectives      | 1.94                          | 1.71              | 2.14             | 2.58               | 1.33               | 1.89            |
| 37. coordinating actions           | 2.18                          | 1.57              | 3.14             | 2.00               | 2.00               | 1.89            |
| 38. delegation of tasks            | 2.80                          | 2.43              | 3.43             | 2.50               | 2.83               | 1.89            |
| 39. assessing needs                | 2.31                          | 1.86              | 2.71             | 2.33               | 2.33               | 1.89            |
| 40. setting priorities             | 2.12                          | 1.86              | 2.57             | 1.67               | 2.33               | 1.58            |
| 41. allocating resources           | 2.34                          | 2.00              | 2.71             | 2.33               | 2.33               | 1.79            |
| 42. book reviewing                 | 2.42                          | 2.43              | 2.57             | 2.17               | 2.50               | 3.16            |
| 43. photography                    | 3.68                          | 4.00              | 3.86             | 3.67               | 3.17               | 3.95            |

| Skill                                | Overall<br>ACC Rating<br>n=26 | Humanities<br>n=7 | Mat. Sci.<br>n=7 | Soc. Sci. 1<br>n=6 | Soc. Sci. 2<br>n=6 | Seniors<br>n=19 |
|--------------------------------------|-------------------------------|-------------------|------------------|--------------------|--------------------|-----------------|
| 44. painting                         | 3.62                          | 3.14              | 3.86             | 4.00               | 3.50               | 3.84            |
| 45. knowledge of literature          | 2.11                          | 1.71              | 2.57             | 2.33               | 1.83               | 3.10            |
| 46. creative writing                 | 2.43                          | 2.14              | 2.57             | 2.33               | 2.67               | 2.84            |
| 47. crafts                           | 3.28                          | 3.14              | 4.00             | 3.67               | 2.33               | 3.53            |
| 48. knowledge of music               | 3.07                          | 2.86              | 3.57             | 3.17               | 2.67               | 2.95            |
| 49. acting skills                    | 3.41                          | 3.43              | 3.71             | 3.67               | 2.83               | 3.74            |
| 50. vocal music                      | 3.28                          | 3.57              | 3.71             | 3.83               | 2.00               | 3.62            |
| 51. instrumental music               | 3.48                          | 3.43              | 4.00             | 3.50               | 3.00               | 3.47            |
| 52. speak foreign language           | 2.99                          | 3.00              | 3.28             | 3.00               | 2.67               | 3.79            |
| 53. read foreign language            | 2.87                          | 3.00              | 3.14             | 3.00               | 2.33               | 3.84            |
| 54. computer science                 | 3.49                          | 4.00              | 3.14             | 3.33               | 3.50               | 2.74            |
| 55. statistics                       | 3.13                          | 3.71              | 2.14             | 3.33               | 3.33               | 2.32            |
| 56. experimental design              | 3.64                          | 3.86              | 1.57             | 3.83               | 3.00               | 2.95            |
| 57. chemical analysis                | 3.49                          | 3.71              | 2.71             | 3.83               | 3.67               | 3.47            |
| 58. dissection                       | 3.42                          | 3.86              | 3.00             | 3.33               | 3.50               | 3.79            |
| 59. hypothesis generation            | 3.00                          | 2.86              | 2.14             | 3.50               | 3.50               | 2.79            |
| 60. hypothesis testing               | 2.93                          | 2.86              | 1.86             | 3.50               | 3.50               | 2.89            |
| 61. laboratory techniques            | 2.78                          | 2.86              | 1.57             | 3.17               | 3.50               | 3.00            |
| 62. basic math skills                | 2.71                          | 3.71              | 2.14             | 2.50               | 2.50               | 2.58            |
| 63. formal logic                     | 2.27                          | 2.71              | 1.86             | 2.33               | 2.17               | 2.68            |
| 64. knowledge of life processes      | 2.56                          | 2.43              | 2.14             | 3.17               | 2.50               | 2.74            |
| 65. scaling and measurement          | 3.10                          | 3.67              | 2.00             | 3.50               | 3.33               | 2.68            |
| 66. assessing the social environment | 2.64                          | 2.71              | 3.00             | 2.17               | 2.67               | 2.26            |
| 67. classification skills            | 2.88                          | 3.14              | 2.50             | 3.20               | 2.67               | 2.63            |

## APPENDIX S

### ALUMNI-JUDGED SUCCESS QUALIFICATIONS BY OCCUPATION

#### RESEARCH SPECIALIST - CHEMIST

Organize work  
Be convincing  
Able to communicate results  
Research skills  
Keep up with current literature

#### COMPUTER PROGRAMMER

Technical knowledge  
Ability to transmit knowledge

#### STAFF PSYCHOLOGIST

Find ways to best help a person  
Guide to relevant aspects of problem  
Establish trust  
Communicate with associates

#### HIGH SCHOOL BIOLOGY TEACHER

Knowledge of biological areas  
Knowledge of education

#### DENTIST

Ability to keep up with change  
Read, assimilate, interpret and apply  
Financial awareness and management  
Psychology  
Personal enterprise  
Introduction of preventative  
practice within the office  
Delegation of authority

#### CREATIVE SUPERVISOR

Knowledge of marketing, research,  
technology, personal communications  
(i.e., to sell ideas)

#### TRIAL LAWYER

Extemporaneous speaking ability  
To persuade by writing  
Self-confidence  
Teaching (simple communication)

#### AUTO SCULPTURE

Industrial design  
Exposure to media  
Supervision skills

#### SUPERVISOR

More on-line management experience  
Self marketing/"selling self"  
Knowledge of corporate structures  
"as they operate"  
Delegation of authority  
Long term goals

#### SIXTH-GRADE TEACHER

Patience, tact, values  
Good general background  
Organization and planning  
Delegation  
Logistics  
Need assessment

#### PAROLE OFFICER

Educated in communication skills  
Management skills  
Strong knowledge of criminal justice  
Needs assessment

#### HIGH SCHOOL PRINCIPAL

Communication skills  
Management and leadership skills  
Public relations skills  
Strong interest in people  
Leadership ability

#### ALTERNATIVE EDUCATION INSTRUCTOR

Self knowledge  
Resourceful subversiveness  
Communication skills  
Understanding human development  
Knowledge of interpersonal relationships

#### TRAVELING ELEMENTARY ART TEACHER

Background in all arts  
Knowledge of new resources-games  
Patience of Job  
Pied Piper (enthusiastic leadership)

#### EQUAL EMPLOYMENT OPPORTUNITY SPECIALIST

Communication skills  
Understanding of human nature  
Impartiality  
Developing assertive personality  
Develop resourcefulness/subversiveness

#### CHURCH ORGANIST & ACCOMPANIST

Communication skills (individual & group)  
Self discipline  
Knowing how to write a resume and sell yourself

#### COUNTY ADMINISTRATOR

Greater understanding of gov't structures  
and regulations (Federal, State, etc.)  
Greater sense of business philosophy  
Analyzing needs/setting priorities  
Economic-environmental conflicts  
Delegation of tasks/specialization

#### TAX MANAGER (CPA FIRM)

Continuing education  
More interpersonal skills  
Specialization in taxes/regulations  
More administrative responsibilities

#### NATURALIST

Work with many different types of people  
Sound knowledge of subject matter  
Know pollution effects

#### ASSISTANT DIRECTOR OF BIOMEDICAL COMMUNICATION AND HEAD OF MEDICAL ILLUSTRATIONS AND GRAPHICS

Good art techniques  
Good bio and medical knowledge  
Interpersonal skills  
Self discipline  
Marketing my skills as an artist  
Planning and organizing

#### SENIOR PROJECT ANALYST

Program development  
Working with people - motivating  
Concept development

#### FINANCIAL VICE-PRESIDENT (FOR BANK)

Interpersonal relations (business and social)  
Knowledge of accounting theory  
Understanding background of gov't regulations

#### ASSISTANT U.S. ATTORNEY

Experience  
Relation to people and establishment  
Speaking and writing abilities  
Understanding philosophy and history of  
gov't regulations

#### BAND DIRECTOR

Dealing positively with people  
Organizational ability  
Musicianship (more than technique)  
Stamina  
Enthusiasm

#### RESEARCH SPECIALIST

Sound technical background  
Ability to communicate

96

ALMA COLLEGE PRACTICUM PROGRAM

DEFINITION AND OBJECTIVES

A practicum at Alma College is defined as:

an experience which takes place outside the classroom, incorporates the application of academic learning to a practical experience, and includes direct student supervision by someone other than a member of the Alma College faculty.

The learning objectives are:

1. Establish a legitimate practical experience that will test a student's ability to apply theoretical knowledge and training in a particular occupational area and work environment by participating in operational activities, assuming responsibility and performing tasks.
2. Provide an opportunity to determine if the student has developed certain competences in decision making, planning, and accomplishing objectives, taking initiative, and demonstrating the use of mental abilities and aptitudes needed for the occupation involved in the practicum experience.
3. Obtain direct exposure by a student to a work situation in which he or she must adapt and adjust to different physical surroundings, working conditions, concerns, attitudes, and relationships.
4. Increase student career awareness and planning, evaluate the student's interests, abilities, educational objectives and activities in relation to various career opportunities.
5. Help students assess the applicability of the Alma College academic program and the students individual educational background to entry into a particular occupation or occupations.

ALMA COLLEGE PRACTICUM PROGRAM  
POLICIES

DEPARTMENT, NUMBER, AND DESCRIPTIVE TITLE

Practicums will carry a department name and will be numbered 385, 386, 387 or 388. A fourth digit will be added at the time of registration to specify the number of credits, e.g., BIOL 3852 for 2 credits, BIOL 3856 for 5 credits, etc. The first time a student enrolls in a Practicum it would be numbered 385\_. Subsequent enrollments in the same department would be given the numbers 386\_, 387\_, etc.

Practicum registration will show the department name, number, and a descriptive title.

e.g., BIOL 3854 Practicum in Forest Ecology

CREDIT

Normally a student will receive four (4) credits for a practicum. The exact number (2 - 8 credits) may vary in some cases depending on the department granting the credit.

A total of eight practicum credits may be applied toward the credits required for the degree.

The relationship of credit hours to total hours of work by a student will follow the usual college policy, i.e., 150-200 hours of work for four credits for the average student.

All Practicums carry advanced level credit. Academic requirements will be consistent with the advanced level.

ELIGIBILITY

Any student at Alma College is eligible for a practicum provided the student has demonstrated an established proficiency, and has acquired a sound academic background. A student must have the approval of a faculty sponsor and the chairman of the department in which credit is desired. Some departments have established prerequisites which must be completed before practicum credit will be granted.

Unless a department chooses to require the pass/fail grading option for a Practicum and has so stated in the catalog, it shall be the option of the student to receive a letter grade or a pass/fail evaluation for a Practicum in accord with the usual satisfactory grade option (i.e., S. or F.) policy of the College. This option must be filed with the Registrar at the time of registration for the practicum.

All forms and requirements for the practicum program must be completed and approved at the time of final registration for the term in which the practicum is desired. Exceptions must be approved by the Practicum Coordinator.

COST

The cost for practicum credit is the same as the amount paid for any regular Alma College course. You may incur additional costs should the practicum you select involve securing accommodations, travel, or transportation expenses. Students beginning a practicum during spring term and completing it during the summer will not be charged for tuition. Any student registering for a practicum which will begin on or after the first day following the completion of spring term will be charged summer tuition costs.

COMPENSATION

A student may receive salary or wages for practicum activities. The decision to permit a student to enroll in a practicum is to be made on the academic merits of the activity and does not depend on whether or not financial compensation is involved.

STUDENT PROCEDURE FOR DESIGNING AND REGISTERING FOR  
AN ALMA COLLEGE PRACTICUM

1. Any student desiring a practicum experience should first discuss practicum possibilities with a faculty member with whom he/she would like to work.
2. Obtain from the Practicum Coordinator a packet of practicum forms and guidelines.
3. Complete the PRACTICUM REQUEST FORM.
4. Submit to the faculty sponsor a typed proposal and a resume. Consult the Practicum Proposal Guidelines for proposal content.
5. If a practicum has not been arranged for you, using your resume and the ideas contained in your proposal, attempt to secure a placement. Suggestions and advice can be obtained from the Practicum Coordinator.
6. Once a placement is secured, the PRACTICUM SUPERVISOR'S EXPECTATIONS FORM must be completed.
7. Complete a MEDICAL/LIABILITY FORM.
8. Return all forms and materials to the faculty sponsor. The faculty sponsor will establish the academic requirements for the practicum and indicate them on the ACADEMIC REQUIREMENTS AND AGREEMENT FORM. Student, faculty sponsor, and department chairman's signatures are required.
9. Return all completed forms to the Practicum Coordinator.
10. Final registration will be granted by the Registrar when the ACADEMIC REQUIREMENTS AND AGREEMENT FORM with the Practicum Coordinator's signature and the MEDICAL/LIABILITY FORM are presented to that office.

APPENDIX T, continued

ALMA COLLEGE PRACTICUM REQUEST

Name \_\_\_\_\_ Campus Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Home Address: Street \_\_\_\_\_ +Phone No. \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Major \_\_\_\_\_ Expected Date of Graduation \_\_\_\_\_

Practicum Objective:

Practicum Dates Desired \_\_\_\_\_ to \_\_\_\_\_

Department and Practicum No. \_\_\_\_\_ No. of Credits \_\_\_\_\_

Have you met Departmental Prerequisites? Yes ☐ Check one: Letter Grade ☐

No ☐ Pass/Fail ☐

If you have taken a practicum before, please indicate the following:

Faculty Sponsor's Name \_\_\_\_\_ Grade \_\_\_\_\_

Department & Practicum No. \_\_\_\_\_ Credits Received \_\_\_\_\_

Practicum Started \_\_\_\_\_ Completed \_\_\_\_\_

Location and type of placement:

Faculty Sponsor's Signature \_\_\_\_\_

To the Student:

The Faculty Sponsor's signature on this request only indicates that you can proceed with arrangements to secure an off-campus learning experience. Permission to enroll will be granted when you have satisfactorily completed each part of the practicum procedure: (1) secured a legitimate placement with specified practicum supervisor's expectations; (2) written an acceptable proposal; (3) completed a medical liability form; and (4) agreed to the academic requirements of the Practicum.

DISCUSS WITH YOUR FACULTY SPONSOR THE FORMAT AND CONTENT TO BE FOLLOWED IN WRITING YOUR PROPOSAL.

ALMA COLLEGE PRACTICUM PROGRAM  
PROPOSAL GUIDELINES

Any student requesting practicum credit must prepare a typed proposal and a resume. The completed proposal must be submitted to the faculty sponsor for evaluation and acceptance. Both the practicum proposal and the practicum supervisor's expectations must be reviewed by the faculty sponsor before any academic requirements are established or any credit granted.

The proposal content should include an examination of three particular areas: (1) the specifics of the placement including a job description; (2) the relationship of this practical experience to your educational objectives; (3) the purpose of the practicum.

Proposal Guidelines: Some suggested items for consideration in writing your proposal.

Part I - Specifics of the Placement

- Indicate the type of practicum you are seeking.
- Explain why you selected this particular practicum.
- List what personal qualities and skills you have that are compatible with this type of placement (e.i., mental, physical, or interest).
- Present background information on the business, agency or institution with whom you would like to have a practicum (i.e., date formed, number of employees, type of product or service, etc.).

Part II - Relationship to Educational Objectives

- Explain how this experience will relate to your academic studies at Alma.
- List the title, subject matter, instructor and grade of any course you have taken which would provide you with a suitable academic background for the practicum.
- Describe the usual type of education and/or training required for entrance into the career area.
- If entrance or success in this occupation requires additional education beyond the bachelor level, list several graduate programs that would be appropriate and reasons for selecting them.

Part III - Purpose of the Practicum

- Show how this practicum will aid your career development, career planning, decision making, and personal growth.
- Describe what insight and knowledge you can gain regarding current issues and trends, awareness of occupations and job titles.
- Explain what you intend to learn about the occupation, the organization of the business, agency or institution, and the personal qualities and characteristics of other employees.
- Indicate what personal skills or competencies you have that you will try and assess.
- List the working conditions usually associated with this job, the range of beginning salaries, the future outlook for this occupation, and identifiable opportunities in the career area.

ALMA COLLEGE PRACTICUM PROGRAM

STRATEGIES FOR LEARNING\*  
(For the Student)

The following suggestions are simply a few of the ways you might go about attaining your learning objectives.

Specific Job Competencies. Learn about the chain of work involved in the particular tasks you do. Where did the work come from and where is it going? How does the work you do fit into a larger picture? Why is your task necessary? What will be done to your work after it leaves you?

Career Exploration. Try to understand the organization chart (formal or informal). Through what career lines do different people tend to move? What sort of education and experience is normally required in each line of work?

Broadening Horizons. Read available literature about the agency or company in which you work. What work does it do? What social functions does it serve? What social concerns are involved? (ecology, equal rights, improved health, etc.)

Learning About Work. Take an interest in personnel policies, agency rules, union regulations, etc. What can you learn about laws, taxes, fringe benefits, etc. that are important to employees in this field? What grievances are there?

Interpersonal Skills. Make a special effort to observe the personal style of supervisors and colleagues. Try to identify clear examples of interpersonal mannerisms that seem to promote good working relationships or get on people's nerves.

Learning from Environment. Make an effort to find out about the local environment and discover (a) what is unusual or noteworthy about it, or (b) what aspects are especially related to your interests (music, history, architecture, business, etc.)

Taking Responsibility. Try to list the most important responsibilities in the work you do and rank them. Ask your supervisor or a colleague to do the same. Discuss and try to understand why you see the work differently.

Research. Identify some sources of information connected with your work. Why are they important? How is the information used?

ALMA COLLEGE PRACTICUM PROGRAM

ELEVEN BASIC STEPS TO A USEFUL LEARNING EXPERIENCE\*  
(For the Student)

1. Take stock of your general goals and those of your institution to determine what kind of work experience best seems to satisfy those goals.
2. Consider the work options available to you, compare them with your goals and qualifications, and choose the one that best meets your needs.
3. Define the principal task and duties that the supervisor will expect you to perform in the work setting you have chosen.
4. Describe the specific learning objectives that you expect to accomplish in the work experience.
5. Inventory basic preparation that will be essential and helpful in your work, and determine what additional special preparation might be necessary.
6. Devise a learning plan that will guide you in meeting your learning objectives in the work experience.
7. Orient yourself to the work situation, learn what your responsibilities and learning opportunities are, develop learning strategies.
8. Amend your learning plan, and redirect your effort as necessary on the basis of what you have learned in getting oriented.
9. Monitor your learning on a regular basis, both to keep on the track and to maintain a useful record.
10. Assess your learning outcomes, and try to understand why some objectives were achieved well and other were not.
11. Establish new learning objectives on the basis of what you have learned and how your goals have changed.

\* CAEL Working Paper #9

APPENDIX T, continued

ALMA COLLEGE PRACTICUM PROGRAM  
PRACTICUM SUPERVISOR'S EXPECTATIONS

Practicum Supervisor's Name \_\_\_\_\_

Position \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Please describe below the duties to be performed during the practicum. Indicate the specific nature of day-to-day activities and responsibilities. If needed, please indicate any other individual(s) who might act in a supervisory capacity with the student.

1. Explain the student's duties and responsibilities:
  
  
  
  
  
2. What will the student's working arrangements, work schedule and conditions?

3. Will the student receive compensation? Yes ☐ No ☐

Practicum Supervisor's Signature \_\_\_\_\_

I acknowledge personal responsibility for the practicum commitment I have made to my practicum supervisor, and I will perform and conduct myself in a professional manner during my off-campus learning experience.

\_\_\_\_\_  
Student's signature

ALMA COLLEGE  
MEDICAL/LIABILITY FORM FOR OFF-CAMPUS LEARNING EXPERIENCES

TO THE STUDENT:

THIS FORM MUST BE COMPLETED AND RETURNED TO THE REGISTRAR'S OFFICE TO REGISTER FOR THE COURSE(S) INVOLVING AN OFF-CAMPUS LEARNING EXPERIENCE THAT YOU DESIRE DURING ANY ONE TERM.

Read Items I, II and III. To complete this form you must do the following:

(1) provide the appropriate information in Item I; (2) for Item II print your name, list each course(s), the dates you will participate in the course(s), and affix your signature; lastly (3) place your initials next to the asterisk in Item III acknowledging that you have read the statement on liability.

I. THE STUDENT MUST PROVIDE PROOF OF MEDICAL INSURANCE COVERAGE:

Company \_\_\_\_\_ Policy No. \_\_\_\_\_

II. RELEASE

The undersigned, \_\_\_\_\_, a student at Alma College, Alma, Michigan, in consideration of, and as a condition to, the acceptance of said student as a participant in the Alma College program, course or courses entitled:

\_\_\_\_\_, from \_\_\_\_\_ to \_\_\_\_\_,

does hereby release and discharge Alma College, its agents, officers and employees from all claims, demands or damages which may arise as a result of participation in said program and agrees to indemnify and hold harmless said Alma College, its agents, officers and employees from any and all loss, damage or expense incurred as a result of said participation.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

III. STUDENTS WHO ANTICIPATE INVOLVEMENT IN OFF-CAMPUS LEARNING EXPERIENCES THAT MAY BE A NON-EMPLOYEE VOLUNTEER PLACEMENT ARE ENCOURAGED TO SECURE INSURANCE COVERAGE FOR PERSONAL LIABILITY.\*

Students desiring to obtain personal liability coverage may do so on a local basis, or avail themselves of the coverage that his/her parents may have with their Home Owners Policy.

DISTRIBUTION

WHITE - Registrar  
YELLOW - Business Office  
PINK - Student

ALMA COLLEGE PRACTICUM PROGRAM  
ACADEMIC REQUIREMENTS AND AGREEMENT

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Title of Practicum \_\_\_\_\_  
(title will appear on student's transcript)

No. of Credits \_\_\_\_\_ Practicum No. & Department \_\_\_\_\_

Expected minimum hours per week at Placement \_\_\_\_\_ Check one: Letter Grade ☐

Practicum will begin \_\_\_\_\_ and end \_\_\_\_\_. Pass/Fail ☐

Academic Requirements:

I, \_\_\_\_\_ agree to complete the academic criteria of  
(student's signature)  
the Practicum as specified above, and, if necessary, inform the Practicum Coordinator  
of any changes, irregularities or difficulties which might affect satisfactory comple-  
tion of the Practicum.

\*Faculty Sponsor's Signature \_\_\_\_\_

\*Department Chairman's Signature \_\_\_\_\_

\*The signatures of the Faculty Sponsor and Department Chairman indicate the approval  
of this Practicum as a legitimate practical experience, and that the academic require-  
ments of the Practicum have been established and agreed to by the Faculty Sponsor and  
the Student.

\_\_\_\_\_  
Practicum Coordinator's Signature

## PRACTICUM PLACEMENTS 1976-77

| PRACTICUM DESCRIPTION                                              | LOCATION                                       |
|--------------------------------------------------------------------|------------------------------------------------|
| Visual Arts                                                        | Midland Center for the Ar                      |
| Nature interpretation                                              | Reed Park Nature Trail                         |
| Career information                                                 | Alma High School<br>Guidance Department        |
| Pre-med internship                                                 | Dr. James Hall, Alma                           |
| Collotype printing with light-<br>print press                      | Art Dept., Alma College                        |
| Non-profit accounting                                              | Alma College Business<br>Office                |
| Youth leadership                                                   | First Presbyterian Church<br>Alma              |
| Social work                                                        | Alma Public Schools                            |
| Journalism                                                         | Daily Record Leader                            |
| Retailing                                                          | Bagpiper Shop,                                 |
| Gerontology                                                        | Golden Acres Nursing Home<br>St. Louis         |
| Social work                                                        |                                                |
| Assistantship in Overseas Program-<br>Paris Program-Res. Dir-Asst. | Paris, France                                  |
| Public Relations                                                   | Information Office<br>Alma College             |
| Industrial psychology                                              | Total Pet., Alma                               |
| Social work                                                        | Gratiot Co. District Court                     |
| Instruction of New Testament                                       | St. Johns                                      |
| Assistant to Personnel Director                                    | Central Mich. Univer.                          |
| Collotype printing-Light Print Press                               | Alma College                                   |
| Personnel administration                                           | Wolverine World Wide                           |
| Asian studies researcher                                           | Assn. of Third World Affs.<br>Washington, D.C. |
| Live vocal jazz production                                         | Alma College                                   |
| Social dance instructor                                            | Alma College                                   |

| PRACTICUM DESCRIPTION                                                  | LOCATION                                                    |
|------------------------------------------------------------------------|-------------------------------------------------------------|
| Secretarial and bookkeeping tasks in County Treasurer's Office         | St. Clair Co. Treasurer<br>Port Huron                       |
| Pre-dental internship                                                  | Dr. David A. Kott,<br>Lathrop Village                       |
| Physical Organic: Oxides of Nitrogen; rate & reactions with lubricants | Ford Motor Co., Engineering & Research Complex,<br>Dearborn |
| Pre-professional law - court adm. procedures                           | Oakland County Circuit Court, Pontiac                       |
| Observe uniformed State Police                                         | Ithaca State Police Post 14                                 |
| Teaching assistant for Education 280                                   | Alma College Education Dept.                                |
| Aiding in Math at High School level                                    | Port Huron High School                                      |
| Remedial math in Elem. School                                          | Pine Avenue School, Alma                                    |
| Music instruction                                                      | Allen Elementary school<br>Southgate, MI                    |
| Sales, marketing, bookkeeping                                          | Ray's Moving Service<br>Flint, MI                           |
| Administrative intern                                                  | City of Saginaw,<br>City Manager's Office                   |
| Recreation leadership                                                  | Camp Tawanka,<br>Brooklyn, MI                               |
| Instrumental Music Instructor                                          | Lox Norrix High School,<br>Kalamazoo                        |
| Museum studies                                                         | Henry Ford Museum,<br>Dearborn                              |
| Student teaching elem. music K-8                                       | Ithaca Public Schools                                       |
| Advertising Counselor                                                  | Lapeer County Press<br>Lapeer                               |
| Composed computer programs for field exercise, Bio 189                 | Alma College                                                |
| Student in State Police Crime Lab.                                     | Michigan State Police<br>Crime Lab., Madison Hgts.          |
| Computer Systems Service and Implementation                            | Diversified Systems, Inc.<br>Grand Rapids                   |
| Business internship                                                    | Zimmer USA, Inc.<br>Muskegon, MI                            |
| Industrial psychology                                                  | Human Syneristics<br>Plymouth, MI                           |
| Voting behavior                                                        | Oakland Co. Republican<br>Hdqtrs., Birmingham               |
| Diagnostic & remedial reading                                          | Pine Avenue School, Alma                                    |
| Ornithology                                                            | Putnam Museum<br>Davenport, Iowa                            |

## APPENDIX U, continued

| PRACTICUM DESCRIPTION                                 | LOCATION                                                |
|-------------------------------------------------------|---------------------------------------------------------|
| Water skiing-coach & trainer                          | Florida-Charlevoix, MI                                  |
| Vocational Rehab. counselor                           | Hoogerland Workshop,<br>St. Louis                       |
| Recreation                                            | Camp Roy-al,<br>Traverse City                           |
| Archeological administation-<br>supervision           | Alma College Archeological<br>Digs, Gratiot Co.         |
| Diagnostic & Remedial reading                         | Pine Avenue School, Alma                                |
| Diagnostic & Remedial reading                         | Pine Avenue School, Alma                                |
| Manual and computerized accounting                    | Murray Equipment Co.<br>Fort Wayne, Ind.                |
| Banking                                               | Owosso Savings Bank                                     |
| Internship with congressman in<br>Washington, D.C.    | Hon. Elford Cederberg,<br>Washington, D.C.              |
| Museum studies                                        | Henry Ford Museum<br>Dearborn, MI                       |
| Probate Court trainee                                 | Probate Court, Ithaca                                   |
| Methods and materials in early<br>childhood education | Alma Pre-School, Luce<br>Road, Alma                     |
| Accounting and sales                                  | Howard Business Systems<br>Akron, Ohio                  |
| Museum studies                                        | Greenfield Village & Henry<br>Ford Museum, Dearborn, MI |
| Bank operations                                       | Chemical Bank & Trust<br>Midland                        |
| Social work                                           | Dept. of Social Services,<br>Saginaw County             |
| Water resources and wind energy                       | Michigan State University                               |
| Physical therapy                                      | Gratiot Community Hospital                              |
| Museum Studies                                        | Henry Ford Museum,<br>Dearborn                          |
| Diagnostic & Remedial reading                         | Pine Avenue School, Alma                                |
| Diagnostic & remedial reading                         | Pine Avenue School, Alma                                |
| Outdoor education                                     | Camp Tuhsemeheta, Mich.<br>School for Blind, Greenvil   |
| Restaurant management                                 | Big Boy Restaurant<br>Grosse Pointe                     |

## APPENDIX U, continued

| PRACTICUM DESCRIPTION                       | LOCATION                                                     |
|---------------------------------------------|--------------------------------------------------------------|
| Music therapy                               | Clinton Valley Center<br>Pontiac St. Mental Inst.<br>Pontiac |
| Restaurant management                       | Holly's Steak and Four<br>Jackson                            |
| Statistics                                  | State Retirement System<br>of Michigan, Lansing              |
| Pre-dent internship                         | Dr. G. W. Mullin,<br>Sault Ste. Marie                        |
| Television station internship               | WZZM-TV, Grand Rapids                                        |
| Personnel                                   | First Midland Bank,<br>Midland                               |
| Sales assistant                             | Sebro Plastics, Inc.<br>Detroit                              |
| Diagnostic & remedial reading               | Pine Avenue School, Alma                                     |
| College intern - researcher                 | Saginaw City Hall, Dept.<br>of Finance, Saginaw              |
| Live musical design                         | Alma College                                                 |
| Technical director - student<br>productions | Alma College                                                 |
| Inventory control systems                   | Don Lee Dist.<br>Dearborn                                    |
| Museum studies                              | Henry Ford Museum<br>Dearborn                                |

ATTACHMENT A

SAMPLE MAILING ITEM

## THE ALMA COLLEGE CAREER PREPARATION PROGRAM

The Alma College Career Preparation Program is a comprehensive four-year plan, totally integrated within the College's liberal arts curriculum. It is designed to maintain and strengthen the traditional liberal arts program while aiding students in developing a variety of skills that will better prepare them to face the job market successfully.

The Career Preparation Program is a voluntary program offered to each student during orientation of the Freshman year. The program begins with a special orientation and administration of an interest inventory and the Assessment of Career Decision-Making (ACDM) scale. Students will work with specially trained faculty advisors (Career Preparation Coordinators) who will assist them to learn how various academic courses apply to actual work situations. Students will also have increased opportunities for practicum experiences and special workshops to develop communication, interview, and job search skills. Each participating student, working with the assigned Career Preparation Coordinator, will develop a personal career preparation plan that integrates self knowledge, career plans, practical experiences and coursework. Each student who volunteers for the program can expect to spend approximately 16 to 20 hours of time each year in career planning programs.

The Career Preparation Program activities will help each student develop awareness of self and of the world of work, plan for several career possibilities, and establish skills that will aid in obtaining satisfactory employment. Specific activities that encourage an orderly approach to career planning are designated for each of the four years.

Below are several activities that will be covered during the course of the four-year period:

- Career Conventions with professionals on campus
- Vocational interest inventories
- Career exploration workshops
- Career information workshops
- Career planning sessions with Career Preparation Coordinator
- Practicum placements
- Interview technique workshops
- Communication skills workshops
- Letter writing programs
- Interview trips
- Resume' workshops
- Practice sessions for qualifying tests
- Job search technique workshops
- Development of a Career Preparation Plan for several alternatives by each student
- Faculty visits to career sites
- Faculty workshops with practicing career professionals
- Development of multi-media Career Information Center

## PROGRAM GOALS

The major thrust of the program will be to focus upon student integration of career planning with educational progress. The following goals direct the efforts for the students:

- Improve awareness of personal academic and vocational abilities, values, interests, strengths and weaknesses.
- Develop skills in communication and interpersonal relationships.
- Gain knowledge of career alternatives and realistic expectations about the character of the world of work.
- Exhibit initiative in job exploration and selection.
- Obtain practical experience.
- Become aware of how personal skills and characteristics may be applied to various job opportunities.
- Develop skills in resume preparation, letter writing, and interview techniques.
- Demonstrate the ability to clearly state objectives and plan goal-directed course programs.
- Develop entry-level work skills in at least one work role.
- Obtain suitable and satisfying employment at rates higher than students not in the program.
- Achieve an education that permits them to move through various work roles.

In addition to the student component, there is also a broad faculty development program. Through workshops on self exploration, interest and ability measurement, interpreting, advising techniques, and utilization of occupational information it is expected that faculty will improve their effectiveness as counselors. Consultation with professionals from business, government and industry, visitation work situations and development of practicum experiences for students will assist faculty members in developing appropriate career information and in evaluating departmental programs.

The following goals direct the efforts for faculty:

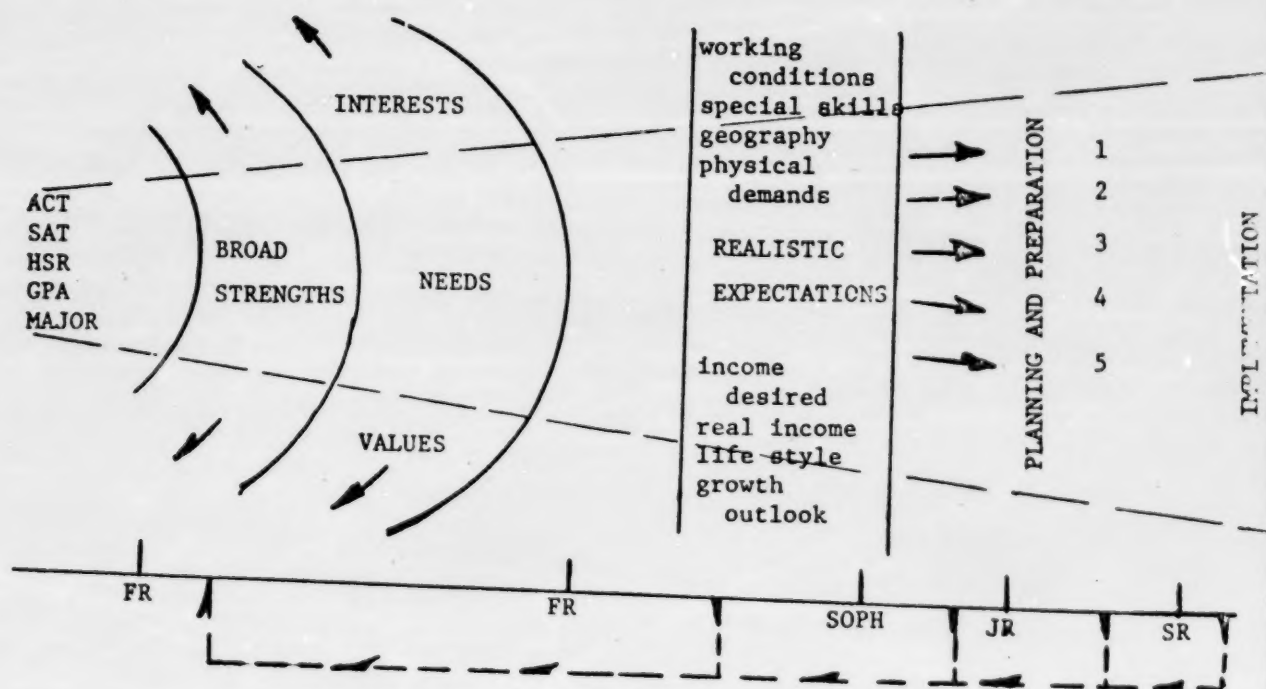
- Gain greater knowledge concerning application of their disciplines.
- Develop ability to assist students in evaluation of skills and personal characteristics.
- Emphasize task effectiveness applicable to various work roles.
- Establish working relationships with colleagues in industry, government, private enterprise, professions and other sources of potential employment for students.
- Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs.
- Increase their utilization of classroom consultants from the world of work.
- Increase their attention to the applicability of their discipline to work or social issues.
- Increase their ability to help students design individualized programs of study that are career oriented and academically rigorous.
- Receive increased requests from the work community to advise on social, industrial and research issues.
- Encourage alumni to help students in career planning.

## THE PROCESS

The process of achieving these goals will involve a variety of activities for faculty and students. The process for students can be conceptualized using the following diagram.

Participants in the program will be involved in self exploration, evaluation of opportunities, planning programs, preparing themselves and executing their plans. The process allows for re-evaluation at any stage as symbolized by the broken lines.

Students will be assisted in developing understanding of their broad strengths, interests, values, and needs beyond the usual entry data. Through career information workshops, seminars, reading, and other methods, they will learn about careers and develop more realistic conceptions of the world of work. Working with faculty members, students will develop career related skills through coursework, special study programs and practicum experiences. Interview technique, resume instruction and letter writing skills will be developed through special programs. During the senior year a placement sequence of activities will begin that will maximize opportunities for satisfactory employment or graduate school placement.



## SCHEDULE OF ACTIVITIES

The specific activities of the Career Preparation Program are designed to be compatible with the student's readiness to proceed with a greater degree of specificity in obtaining employment or professional school placement. The following schedule lists the activities by college class:

|                                                                         | Pilot I | Pilot II | Regular |                                                                     | Pilot I | Pilot II | Regular |
|-------------------------------------------------------------------------|---------|----------|---------|---------------------------------------------------------------------|---------|----------|---------|
| <u>FRESHMAN YEAR</u>                                                    |         |          |         | <u>JUNIOR YEAR</u>                                                  |         |          |         |
| Career orientation                                                      | Jan 76  | Jan 77   | Sep 76  | Continue preparation and evaluation of CPP                          |         |          |         |
| Administer interest inventories                                         | Jan 76  | Jan 77   | Sep 76  | Letter writing program                                              | Jan 77  | Oct 77   | Sep 78  |
| Introduction and assignment of Career Preparation Coordinator's (CPC's) | Jan 76  | Jan 77   | Sep 76  | CPC's and students meet to assess progress and plan courses         | Mar 77  | Nov 77   | Nov 78  |
| Begin preparation of Career Preparation Plans (CPP)                     | Feb 76  | Jan 77   | Sep 76  | Advise and counsel re: qualifying test, i.e. LSAT, GRE, etc         | Feb 77  | Jan 78   | Jan 79  |
| Career Exploration Workshop I                                           | Feb 76  | Jan 77   | Oct 76  | Practicums arranged as appropriate                                  | Oct 76  | Oct 77   | Oct 78  |
| CPC's and students meet to review results of interest inventories       | Mar 76  | Feb 77   | Oct 76  | CPC's and students meet to evaluate progress and plan for next year | Feb 77  | Feb 78   | Mar 79  |
| Occupational Information Workshop                                       | Mar 76  | Feb 77   | Nov 76  | Interview Workshop                                                  | Apr 77  | Apr 78   | Apr 79  |
| CPC's and students meet to plan courses and review CPP                  | Apr 76  | Mar 77   | Mar 77  | Four Career Convention programs                                     | Sep 77  | Feb 77   | Feb 79  |
| Four Career Convention programs                                         |         |          |         |                                                                     |         |          |         |
| <u>SOPHOMORE YEAR</u>                                                   |         |          |         | <u>SENIOR YEAR</u>                                                  |         |          |         |
| Career Exploration Workshop II                                          | Oct 76  | Oct 77   | Sep 77  | Senior pre-term                                                     | Aug 77  | Aug 78   | Aug 79  |
| Presentations by students who had practicum                             | Oct 76  | Feb 77   | Oct 77  | Begin placement activities program                                  | Aug 77  | Aug 78   | Aug 79  |
| Practicum planning workshop                                             | Jan 77  | Feb 77   | Oct 77  | Resume preparation Workshop                                         | Aug 77  | Aug 78   | Aug 79  |
| Meet with CPC's for career/course planning                              | Dec 76  | Mar 77   | Feb 78  | Job search techniques workshop                                      | Aug 77  | Aug 78   | Aug 79  |
| Communication Skills Workshop I                                         | Sep 76  | Mar 77   | Nov 77  | CPC's and students meet to discuss plans for year                   | Sep 77  | Sep 78   | Sep 79  |
| Career site visits (if appropriate)                                     | Jan 77  | Feb 77   | Feb 78  | Employment and professional school application                      | Oct 77  | Oct 78   | Oct 79  |
| Practicums planned and arranged                                         | Feb 77  | Mar 77   | Oct 77  | Campus interviews and interview trips                               | Oct 77  | Oct 78   | Oct 79  |
| Communication Skills Workshop II                                        | Nov 76  | Sep 77   | Feb 78  | CPC's and students meet to assess post graduation plans             | Mar 78  | Apr 79   | Apr 80  |
| CPC'S and students review spring term                                   | Mar 77  | Mar 77   | Mar 78  | Senior program evaluation                                           | Apr 78  | Apr 79   | Apr 80  |
|                                                                         |         |          |         | Four Career Convention programs                                     |         |          |         |

### CAREER PREPARATION COORDINATOR FUNCTIONS

1. Advise and counsel students in Career Preparation Program.
2. Interpret entry profiles and interest inventories to students.
3. Assist students with career planning through encouraging continual evaluation of plans.
4. Guide and check progress of student in completing Career Preparation Plan.
5. Assist students in planning courses of study, including assistance in developing independent study ideas.
6. Assist students with developing ideas for practicums.
7. Encourage faculty colleagues to participate in visits to practicum sites to consult with practicum supervisors.
8. Serve as a resource person for other faculty members who have questions about entrance information, sources of occupational information, and practicums.
9. Encourage and evaluate advisee participation in structured activities of the Career Preparation Program.
10. Suggest ideas for and participate in Career Days and Alumnus of the Month program.
11. Assist faculty colleagues in planning for the utilization of practicing career professionals on campus.
12. Assist the Director of the Career Preparation Program in planning the content and focus of faculty workshops.
13. Assist the Practicum Coordinator by offering suggestions for possible sources of practicum opportunities.
14. Become the student's academic advisor if requested by the student with whom you are working.
15. Meet periodically as a group to discuss and evaluate effect and direction of program.

## CPC OBJECTIVES

The goal for each CPC should be to assist and guide each student to obtain a broad education which should include but not be limited to:

- a. The art of communication
- b. The fundamental principle of science
- c. The history, habits, and philosophy of man
- d. The organization of human society
- e. The skill of decision making (differentiation, analysis, synthesis)

while selecting and progressing in areas of concentration that offer opportunities for the development of intellectual discipline, critical thinking, and skills needed within our society.

Specific tasks might be to assist students:

1. learn how to set goals, organize, and plan
2. identify personal values and relate them to strengths, interest and needs
3. to see a career as an extension of self and career development as a continuing process of implementing self
4. develop a wide knowledge of sources of occupational information
5. arrive at several possible occupational choices for which to prepare
6. set long and short term goals with varying degrees of uncertainty
7. plan courses, personal reading, summer work, etc. to maximize achievement of stated goals
8. in contacting practicing career professionals and alert them to professional literature
9. develop research activities, independent study projects or practicum that relate to occupational alternatives
10. prepare for entry into the world of work or admission to professional or graduate school
11. develop independence and self sufficiency

## PRACTICUM PROGRAM DEFINITION AND OBJECTIVES

A practicum at Alma College is defined as:

an experience which takes place outside the classroom, incorporates the application of academic learning to a practical experience, and requires direct student supervision by someone other than a member of the Alma College faculty.

The learning objectives are:

1. Establish a legitimate practical experience that will test a student's ability to apply theoretical knowledge and training in a particular occupational area and work environment by participating in operational activities, assuming responsibility and performing tasks.
2. Determine if a student has developed certain competences by making decisions, planning and accomplishing objectives, taking initiative, and demonstrating the use of mental abilities and aptitudes needed for the profession.
3. Direct exposure to a work situation in which the student must adapt and adjust to different physical surroundings, working conditions, concerns, attitudes, and relationships.
4. Increase career awareness and planning. Evaluate the student's interests, abilities, educational objectives and activities.
5. Determine if the Alma College academic program provides the student with the necessary educational background required for entry into a particular occupation.